The Education Quarterly

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Editor's Diary

THE CHILD AT SCHOOL–this is the theme that we have chosen for our main discussion in this issue. The questions that spring to one's mind as we view the theme cover a wide field. The system of instruction at this stage of education, the problems attendant on the education of the bright child, the psychological factors that come into play, the enforcement of discipline and the limits of punishment and, above all, the present-day context in which the child's personality has to be shaped—these and other questions deserve our close attention. Basic education, now accepted as the national pattern of education at the Primary level, has been explained as laying a sound educational foundation by K.G. Saiyidain in a lucid address, which we reprint in this issue.

K.C. Khanna, S.B. Kakkar, J.P. Gupta, Margaret Benjamin,—who, incidentally has a few thoughtful things to say about the self-defeating nature of corporal punishment and Ayesha Jacob—have given their considered views on the various aspects of the child at school.

It would seem that the burden on the practising teacher is ever on the increase. The complex conditions of the day add to his responsibilities. Even if he does not feel unequal to them, and indeed discharges them dutifully, it will not mean the *whole* of the child's education. Parents have their role to fulfil. Muriel Wasi, in a deft and forceful analysis brings into focus the points at which parental effort is clearly required. In the press of current day life, all that the teacher can do is to look after the formal education of the child at school.

We have included a report submitted to a Unesco Regional Seminar on Educational Reform. We believe that this report will be useful to our readers as it gives a background of our educational structure in pre-Independence days and our present endeavours to improve on that structure and expand educational facilities at the Elementary stage.

We need hardly emphasise that the theme that dominates this issue is a matter of moment, which should be of interest to teachers and parents alike.

Orienting Primary Education Towards The Basic Pattern

Adopted from the address delivered at the Seminar on "Orienting Elementary Education towards the Basic Pattern", Allahabad, May, 1959. Shri Saiyidain has stressed the importance of making it clear that Basic Education is **not** *an exclusive, closed-in system of education, with its patented fads, but is, according to our understanding, synonymous with* **good** *education. It is at least one quite defensible version of it.*

—Editor

K.G. SAIYIDAIN, *M.A.*, *Dip. in Edn.* (*Leeds*), Educational Adviser to the Government of India, New Delhi

I WILL START MY BRIEF OBSERVATIONS with the assumption that you are in full agreement with the basic idea underlying this seminar—namely, that there is need to give a new orientation to our schools so that they make a healthy impact on the growth and development of our children into active, happy, socially useful and well adjusted individuals. We have designated this process as "orienting the schools towards the Basic pattern". I might elucidate that we are using the term *Basic* in this context as an umbrella under which we can bring together a number of useful ideas and suggestions which we believe, will help to improve the total educational usefulness of our schools. Basic education has some special features about which there has been a certain measure of controversy and difference of opinion e.g., how far is correlation, as envisaged, feasible ; to what extent can craft become productive in the economic sense ? But there are other features of a Basic school, which are indistinguishable from those of any *good* school and the movement that we wish to launch, on an ambitious, nation-wide scale, from the platform of this seminar is really a movement for making all our Primary schools *better* schools.... With the limitations of the age group, with which we are concerned at this stage, the school curriculum should enable the children to understand the broad features of their social and natural environment and become properly adjusted to it ; it should make them more specially, aware of the pattern and problems of the village life around them ; it should create in them a sensitiveness to the problem of health in its individual as well as social setting ; it should give them some elementary insight into, and appreciation of, our cultural heritage. It should, of course, give them a reasonable mastery of the three R's as tools of learning and interest in Reading as an avenue of enjoyment and acquisition of further knowledge. Above all, it should, gently but irresistibly, inculcate in them a sense of membership in the community and a desire to participate in its productive work as a social and individual duty.

When we define the function of the school in these terms, the usual reaction is twofold. The objectives, we are told, are unexceptionable but they cannot be achieved in the type of schools that we have or by the kind of teachers that work in them. I realize the strength as well as the limitations of this reply. I am convinced that this scheme will not be a success unless we can analyse and break up these objectives into concrete and manageable activities and programmes which can be achieved, to a reasonable degree, within the limitations in which we work. In our schemes of reform in the past, there have been two weaknesses which have consistently vitiated our efforts—one organizational and the other professional. The organizational weakness consists in our

failure to visualize the gigantic problems of Indian education as an accumulation of lakhs of small individual problems, each one of which must, in a sense, be tackled separately by persons who have been carefully prepared for the task. We have about three lakhs of Primary schools in the country, and when we think of all of them in one breath, the problem of reforming them looks like a mountain which even faith cannot move. In fact, we need to realize vividly that each school is an individual entity and an integral part of an individual community. Many of its problems will be solved or at least their solution will be facilitated if both the school and the community realized and recognized this inimate, mutual relationship. The improvement of any school, in the ultimate analysis, means a persistent and intelligent effort by its two or three teachers, in cooperation with parents and supervisory officers, to tackle its day-to-day problems in its special context. It is for the educational planners and educational administrators to envisage them as part of a bigger whole but, to each one of our lakhs of teachers, the problem presents itself in the form of so many *specific* jobs of work that have to be done—the school area must be cleaned up so that it becomes a healthy and pleasant educative environment; children should come to it punctually and regularly; they should be engaged in small acts of social service; midday meals should be arranged for them; the school building should be beautified with children's effort and so on. If the problem is broken up into these small and concrete steps, it will lose its discouraging magnitude and the emphasis will shift from vague comprehensive plans to the purposeful training of individual teachers to tackle these problems.

This is what I have called the administrative weakness. The professional weakness is that, in implementing our schemes, sufficient thought and attention are not given to adjusting means to ends. We may formulate the various objectives to be achieved, the qualities to be fostered, the skills to be acquired by the children. But we do not analyse, in sufficient detail, the various measures that must be adopted to translate the general aims into particular achievements. In the training institutions, teachers do not get this training and experience and, when they go and teach in schools, they are so caught up in the routine that they are unable to attend to what is the essence of the educative process as distinguished from the mechanics of it. They are concerned more with the completion, anyhow, of certain prescribed courses than with the impact of what they are teaching or what the boys are learning on their personality and attitudes, i.e., the relation of the day-to-day work of the school to the end-products in view. This position could have been retrieved, to some extent, if later the teachers were continuously fed by stimulating educational literature and the supervisory officers could provide the right kind of detailed guidance for them. Most of you, however, know the existing position better than I—how our average village teacher is living not only in intellectual isolation but in conditions which positively *discourage* intellectual growth. I have been pleading for many years that all Departments of Education should have a well organized section which will produce educational literature, specially addressed to the needs of the teachers, and make it available to them so as to keep their professional interest alive and their knowledge up-to-date. There is some progress in this direction but a really imaginative approach has not so far been made. It is equally necessary to reorient our inspecting officers so that they will not content themselves with making the usual kind of formal criticisms but offer constructive suggestions to improve the day-to-day working of the schools and, wherever possible, demonstrate how to work out projects which will lead to the desired results. Unless there is this type of continuous linkage between theory and practice and fruitful educational ideas are intelligently and effectively translated into programmes and activities and modified from time to time in the light of experience, the schools will continue to mark time in the region of the *status quo*.

This programme is a bold bid to bring about planned changes in our schools. Some of these changes, as you must have noticed, are *small* changes but I am being increasingly driven to the conclusion that small, beneficial changes are not only more feasible

but eventually more useful and paying than large changes, which remain inoperative and only embellish Reports and Addresses. Some of my friends present here may recall that, in my monthly D.O. letters to Education Secretaries and Directors of Education, I have sometimes stressed the importance of "little things" and ventured to express the view that, if in our school we take care of the "little things", the "bigger things" will often take care of themselves. I have seen the miracle happen more than once in my experience. I know for example of a school, which concentrated for several years on making *every* single child, out of about a thousand, write a neat and beautiful hand and keeping the exercise books as clean and well cared for as possible. Just one small point of concentration. And, as a bye-product of this project, there was a remarkable impact on the whole atmosphere, discipline and intellectual tempo of the school. Whatever psychologists may say about transfer or training, the pride of craftsmanship which had been inculcated in one context gradually spread over many other activities in the school, and the "little" things become the prelude to much "bigger" things. It would seem that wisdom of taking care of the penny is not confined only to the material things but has a certain degree of application in the domain of the mind also. I would, however, like to repeat the caution that these "little" things must be viewed, by the planners and the administrators, as part of the bigger whole which gives them significance and direction. It is in this sense that we should "plan as titans and execute as jewellers", remembering that, if the jewellers are not good, the titans will certainly fail. And the good teachers should certainly function and be treated as jewellers even though we dare not claim that we are titans.

Let me share with you briefly my reasons for thinking that a programme like this must be tackled on a basis of high priority. Firstly, there is what may be described as a *negative* reason. There is so much responsible, as well as irresponsible, criticism against our existing educational system that it makes all sincere workers in this field feel awkward and uncomfortable. Recently, in a very important and responsible body, I heard a member seriously arguing that the matriculates of the present were, by and large, worse than the Primary passed students of his own (lucky) generation. And the same kind of criticism is applied all along the line from the Primary school to the University. I do not fully agree with such sweeping generalizations. If they were fully true one would fail to account for all the technical and other projects of national reconstruction which the recent generations of our educated persons have accomplished. But there is no doubt that, due to a variety of factors which are mostly outside the control of teachers standards of teaching and discipline have become very unsatisfactory. To the extent, therefore, that there is truth in the criticism, we must take up the challenge and do all we can to improve the efficiency and educational service of our schools.

The other is a more positive reason. As you know, we are about to launch on the fateful project of providing compulsory and universal education for all children between the ages of 6-11. This is a very big and ambitious programme of educational expansion which will eventually touch about 20 million children. Now, in this process of expansion, we have to do all that is humanly possible to ensure that certain *minimum* standards of quality are safeguarded. Quantity and quality have been competitive claimants in our economy of scarcity for many decades and there is a danger that, in this forward move towards universal education which will strain our resources to the utmost, the claims of quality may be side-tracked. Remember that democratic pressure will be all on that side and unfortunately democracy is apt to be less concerned with quality than it might be. This is a matter for anxiety, because the success of democracy eventually depends on its ability to throw up persons of intellectual quality and social sensitiveness in large numbers. And these can only, or mainly, come out of schools and colleges which must be geared to this significant responsibility. The long-range changes, which require large finances and a much higher quality of trained personnel, will naturally take time. But beginnings should be made here and now to make the schools into more vital and lively centres of education and, for this purpose, many small but necessary changes should be initiated on a national scale. Then alone

will it be possible to make our programme of compulsory education a real blessing for our people.

May I say, in conclusion, that this requires an all-out effort to create a favourable climate of opinion for this movement and a drawing into cooperation of lakhs of teachers and supervisory officers who will be able to work for the concept of a school oriented towards the Basic pattern, in the sense in which we have used this phrase? If we can arouse their enthusiasm as well as intelligent and willing partnership in this effort and provide the conditions necessary to keep it alive, we may be able to make a valuable contribution towards the evolving of a more sound and satisfactory pattern of national education.

I wish all success to your efforts in this direction and promise you the fullest cooperation of the Central Government and the Ministry of Education.

SMILE AWHILE

Teacher : "Are your mother and father in, Morton." ?

Morton : "They was in, but now they is out."

Teacher : "Why Morton! They was in, they is out! Where is your grammar ?"

Morton : "She is upstairs taking her nap."

●

In an examination just before Christmas, one of the questions was : "What causes a depression ?"

One student completely floored, wrote on his answer paper : "Heaven knows. I don't. Merry Christmas !"

Back came the paper with the professor's remark :

"Heaven gets 100 marks. You get O. Happy New Year !"

●

"See how I can count, mother. There's my right foot. That's one. There's my left foot. That's two. Two and one make three. Three feet make a yard—and I want to go out and play in it."

CHILD EDUCATION AND PUBLIC SCHOOLS

K. C. KHANNA, *M.A.*, *Ph.D.* (*Lond.*), *F.R. Hist. S.*, *M.R.A.S.*, Principal, Delhi Public School, New Delhi

THE EXPRESSION 'CHILD EDUCATION' has a wide connotation resulting from our expanding conception of the subject. We now realise that even an infant-in-arms is able, though slowly, to organise the experience which it gathers through the use of the various senses. By the time he is five he has learnt quite a bit. He knows the things that he likes to play with as also what he likes to eat. He values the love and affection of his parents and some of their friends and relations and he shows this security in his happiness. Clearly therefore those who bring him up in these early years have a great responsibility, which is not always well understood. The daily routine of living, if followed with regularity will ultimately form the basis of sound health habits. As the child comes into increasing contact with the world around, he is baffled by numerous curiosities. It is a wise parent who can satisfy them, however childish they may look. It is necessary to train a child both at home and at school even before he attains the age of five. This is the *raison d'etre* for the existence of the nursery school. This pre-primary training can really extend up to the age of six.

Primary education itself extends up to the age of eleven. At this stage experience is correlated with knowledge, some of which is also acquired formally. The curriculum becomes wider but under a sound system the technique remains more or less the same. Children are encouraged to acquire knowledge through doing things which arouse interest and satisfy the need for some purposeful activity.

Fundamental education, which is the right of every citizen to acquire, is considered to extend up to the age of fourteen. Although children are by this time experiencing the early stages of adolescence, these three years of pre-Higher secondary stage are sometimes considered within the scope of Child Education taken in its broadest sense. A child, who is not fortunate to receive further schooling, is at least able to live and work as good citizen if his training up to the age of fourteen has been carried out on sound lines.

It is for this reason that our national policy in India requires as an ultimate goal that every citizen of this country will receive Basic education up to the age of fourteen.

Importance of Child Education

The importance of Child Education, whatever the stage we fix, cannot be over-emphasised. The entire well-being of a nation rests on it. Rousseau rightly highlighted the significance of Child Education when he stated the view that if he could deal with a child up to the age of eight he did not mind who dealt with him up to the age of eighty. Again, 'the hand that rocks the cradle' is only a reference to the importance of the early years of training.

Both totalitarian and democratic forms of government realise the significance of child training, although the ultimate objectives may vary. It is incumbent on a democracy to discharge its responsibilities towards its future citizens by training and educating them according to its social purposes and objectives. National well-being can be hampered in a thousand ways by ignorant, ill-trained citizens. Besides, the very conception of the welfare democratic State gives every citizen the right to have an equal opportunity for self-expression and development. So far as material living is concerned, prosperity is based on productivity. How can the average citizen be in a position to increase national wealth unless he is properly trained to do the jobs, which will fall to his

lot ? Not only that. He must be enlightened enough to realise that his own good and happiness are bound up intimately with the good of the whole community, that if he is not doing his best, he is only cheating himself of the happiness that might be his. On the correct solution of the problems relating to Child Education our total national well-being depends. There are immense possibilities of turning Child Education into a great national asset capable of giving high dividends for generations to come.

It would be worthwhile to examine the economic aspect a little more thoroughly in the light of our changing social concept of the functions of women. Poor mothers, whose number is unfortunately very large in India, are obliged to work to add to the family income, meagre as it is. Whether they work in the fields or the factories, the problems relating to the education of their children are the same. Our national well-being is gravely at stake when millions of poor working women, through need and ignorance, are obliged to leave their children uncared for in the street. Again, the number of educated women, who desire to undertake work for profit or out of a motive to serve, is fast growing. Apart from other considerations urged before, it becomes necessary for this reason to provide facilities for adequate training to all the children of working mothers This applies with equal force to all those children also, whose mothers spend all their time coping with the drudgery of household work. We are faced with the double problem of liberating and training the mothers on the one hand and educating their childen on the other.

Objectives

What are the objectives of Child Education ? First of all a child must be in good health. This implies the need for adequate food and clothing as well as the forming of regular health habits involving the care of the body. Good behaviour is as important, if not more, in both social and moral aspects. In the course of his orderly living a child must also learn self-help and independence of thought and action. Above all, living in a community as he does, both at home and at school, he must learn to be helpful and useful socially. This reads like a tall order on both the parents at home and the teacher at school. And so many parents and teachers alike may not be competent to discharge such a heavy responsibility. Actually children learn quite easily if 'learning situations' are created for them and they are put into a position in which they can sort out and organise things for themselves.

Public Schools in India are of different kinds. Most of the twenty odd members of the Indian Public Schools Conference are fully residential and admit only a very limited number of 'day boarders'. A few are partly residential and have a majority of day scholars.

The number of Anglo-Indian Schools, which may be considered along with the Public Schools for purposes of this discussion, is very large. They belong to the categories described above. In fact, some of them are purely day schools and have no resident students at all.

A few of the Public and many of the Anglo-Indian Schools have their own Nursery and Preparatory Schools attached to them. The others draw their scholars either from independently organised Preparatory Schools, which are few in number, or from other good schools. It would not be an exaggeration to state that practically all the students, who join these schools at eleven, have had good schooling right from the Nursery stage. The great majority of the scholars in these schools come from well-to-do parents, who realising the value of good Child Education, have done everything to provide it for their wards.

Preparing the Young Scholars

Here we might well examine the type of work which day Nursery Schools and Preparatory Schools, either as residential independent units or as independent day schools or as parts of Progressive day schools, do for their young scholars. The Nursery Schools, the number of which is fortunately on the increase altogether through private effort, impart valuable training to their young scholars. Children coming at the age of three are shy and hesitant, but they soon take to the teachers and enter into group life. The social experience they gather is

indeed most valuable so far as it smooths out their rough corners and teaches them to get along with one another. They learn to give and take and to show some consideration for others. They acquire skills by working co-operatively in various activities. They also learn to integrate the experience acquired through the use of their senses. They begin to express themselves independently on things, which come within the purview of their experience. The activities and the play-way methods put them into a position in which the knowledge of the 3R's is acquired indirectly, incidentally and therefore without the boredom of formal teaching.

The day Preparatory Schools take them further along the same lines up to the age of eight or eleven. Now the children become more responsible. The nature of their activities changes, but their interest is even keener. Though they are able to find an increasing scope for self-expression, their co-operation and group activities do not suffer. In fact they are able to participate in them with greater zeal provided of course the activities of the group, in which they are working, have been chosen in accordance with their interests. The habit of cleanliness which was gradually enforced in the early stages, by this time becomes a second nature. This is equally true of the personal and social disciplines, which are a part of the smooth and orderly working of any social group. Generally speaking, children become more conscious of the need for social disciplines and any lapses on the part of a fellow student, which take place, do not command themselves to them. The authorities of a day school have a distinct advantage in dealing with these with the full co-operation of the parents, who are available on the spot at short notice. The knowledge of various subjects in an expanding curriculum continues to be acquired through active participation in self-chosen projects, although there is greater need for formal instruction than before.

A residential Preparatory School has the additional opportunity of intensifying the experience of social living and enforcing a disciplined routine in the art of living. Even though there are very few such schools, and only the more well- to-do parents can send their children to them, it is true that those that do go to them are benefited considerably in many ways.

Advantages of Public Schools

The Public and Progressive Schools, which deal with such children from the age of eleven to fourteen, have clearly a great advantage over the ordinary schools. They get children, who with their previous training, find the transition an easy one. With their open, free and easy manner and no unnecessary hesitations, they quickly throw themselves into their life and work, which is more or less a continuation on an advanced scale of what they have experienced before. Even if they join a Public School for the first time at the age of eleven, they have no difficulty in slipping into the community life of the new school. Being good mixers, they learn from one another and accept the traditions of their new school without much questioning. What looks like a simple routine grows into firm discipline, which is accepted and followed as a normal mode of social living. Only here and there we come across a misfit tending to be obstinate in his own way.

Though learning becomes a little more formal process, the numerous co-curricular activities, in which Public and Progressive Schools engage, help to broaden the minds of the students and give them opportunities of building up their self-reliance and fostering their cultural and aesthetic tastes. The Visual Aids available in most of these schools and the system of Outside Talks by distinguished people present ideas in a fresh form and integrate knowledge acquired from the books. Dramatic activities give an insight into the human mind and refine their feelings and sentiments. Extensive reading in the Library and Reading Room keep them in touch with modern developments and broaden the frontiers of book knowledge. In this way children in the age-group 11-14 studying in Public Schools equip themselves much better for what they have to do later than children in ordinary Middle, High or Higher Secondary Schools, which concentrate mainly on the study of books. For one thing, the numbers are limited and it is possible to give relatively more personal attention to both studies and conduct. In the early

stages of adolescence children are as a rule difficult customers. They become more obstinate and destructive, self-assertive and unruly. A good school can handle them with care and bring them round to take interest in the kind of work and play, which will stimulate them. A day school has the advantage of being able to enlist the support of the parents, which experience shows to be a most valuable asset in dealing with the faults of conduct.

The Public and Progressive Schools more than justify their existence by developing the character and personality of their students and by training them in regular habits of work and by stimulating independent thought. If these schools successfully devise methods and techniques whereby the principles underlying Basic education can be applied in a form modified to suit urban conditions, even as an experimental measure, perhaps the quality of their academic work might improve still further.

Do You Know?

- The teacher-pupil ratio in our Primary schools is 1 : 34.

- The U.N. General Assembly's 18-Nation Commission on Human Rights rejected a proposal that "the Child shall not be subjected to corporal punishment in schools."

- Under its scheme of Financial Assistance to Voluntary Organisations, the Central Social Welfare Board has decided to give grants-in-aid to such organisations for setting up and running Holiday Homes where children could go during their summer vacation.

- There are 253 Junior Basic Schools and 53 Senior Basic Schools in Delhi. The number of children studying in these schools is 41,471.

- It is proposed to introduce compulsory national service for students who graduate in humanities, sciences or professions with effect from the Third Five-Year Plan.

THE BRIGHT CHILD

What Determines Brightness ?

S. B. KAKKAR, *M.A.* (*Psychology*), Lecturer in Psychology, Government Training College, Jullundur

A NUMBER OF MOTHERS WERE ASKED to rate their children in intelligence, the teachers of the same children were simultaneously approached to assess the latter's intelligence. The two ratings when compared to the children's intelligence scores obtained through the application of an intelligence test—indicated that the teachers' judgement was nearer the intelligence test scores then the parent's. The obvious conclusion is that to a mother her own son is the brightest. This, however, is not always correct as a few mothers having children of a fairly high intelligence rated the latter rather average. Quite a few of these children when rated by their teachers were considered as below average.

Just as the mothers may be subjective in judging their own offsprings, the teachers may be equally wrong in their opinions which are normally determined by the school marks. School marks are a poor criterion by which to determine the intelligence of a bright child who gives a poor account of himself owing to lack of opportunities. Generally the school caters to the needs of the average child and hence those who are above average may not flourish much.

We owe our thanks to the French psychologist Binet, who 50 years ago constructed for the first time intelligence tests which inspite of certain definite limitations give a nearly correct measure of a person's mental ability. Later on a psychologist namely Dr. Te.man devised tests to measure a child's intelligence at a very early age. That the intelligence tests do measure real intelligence, the child's inherited capacity to learn, has withstood the shocks of all subsequent researches. Various investigators have repeatedly proved that a child's performance in school and elsewhere is quite commensurate with his score on the intelligence test. This fact has made the schools and educators very optimistic about the achievement of educational aims. 'Give the child his due' is now a slogan well worth practising.

Who is Bright ?

The I. Q. (intelligence quotient, which is just the measure of one's intelligence) of a person with average intelligence is considered to be 100, though the normal intelligence has a spread of 90 to 110. Those above 110 I.Q. are on the bright side and those above 160 I.Q. considered as potential genius or the gifted.

The Late S. Hollingworth is of the view that a child with an I. Q. of 180 will, in all probability, make some remarkable contribution in one field or another. Her claim may be true if the child gets the fullest opportunities, to prosper; denied opportunities his contribution may be either nothing or not adequately worthwhile. Undoubtedly, however, such a child is not wholly dependent upon others for environmental facilities or the opportunities; his saturated intelligence may aid him in creating opportunities which in turn will enable him to give his contribution. In this sense Hollingworth's foresight may come true.

Anne Anastasi thinks that a genius can be only in science or the arts, not in, roller skating or cooking. In American culture a cook may not be spoken of as a genius, but given the basic intelligence and the desired opportunities a cook may discover for the world an innovation which in cultures having different standards might well be attributed to his genius. Perhaps the innovation depending upon its nature will fall under the head of Science or Arts—in which case Anastasi is correct in her assumption. No genius has ever chosen or remained to be a cook,

because the inborn gift of high intelligence coupled with the human desire to achieve in well-known fields like those of science or arts disposes the person, from his early days, for higher or specialised learning. Genius is superior in performance. He is therefore detected as a distinctive person when young and hence his initiation in higher fields.

Francis Galton in his systematic study of genius concluded that genius is hereditary. Since high intelligence, which is hereditary, is the chief mark of a genius, Dalton may be correct. But environment, which is a very potential force, especially in the modern times of increasing human supremacy over nature, is fairly helpful in producing a genius.

Havelock Ellis found, in his study, more males than females among geniuses. This finding is contradictory to the present-day belief and research evidence that there are no sex differences in intelligence. It may however be true simply because women get less opportunity in all societies than men to manifest or develop their genius.

Cattell in his study of distinguished American scientists found that more than half came from the most favourably situated population and that a large majority of them were the produce of the cities and states advanced in educational facilities. This suggests the importance of environmental conditions in fostering genius.

Some Geniuses and their Attributes

John Stuart Mill, whose I.Q. was assigned to be more than 180, learned Greek from his father at the age of three, read Greek classics by the time he was eight and by 12 years he learned Latin, Algebra, Geometry and Calculus. Later he wrote a history of Roman Government and showed keen interest in Science. Logic and Political Economy were his next attacks. Superior ability was Mill's natural gift, but a rigorous intellectual training he received was what the social heredity bestowed upon him. So was the case with Goethe, Macauly, Pascal, Leibnitz and Grotius, whose I. Q.'s were also more than 180.

Francis Galton, Charles Darwin's cousin, learned to read at the age of two and a half, to write a letter by four years and to recite long passages at five. At this age he could read any English book, could say all the Latin adjectives, active verbs and 52 lines of Latin poetry, could add and multiply sums. His I. Q. was said to be just close to 200.

Benjamine Franklin whose I. Q. is rated at 145 showed similar promises in his early age. He read constantly everything he could lay his hands on. He soon topped in his class achievement, skipped a grade and excelled in intellectual argument and in physical feats. Later he became known as a diplomat, statesman, and scientist.

Mrs. W. R. Miles, whose study of the eminent persons revealed the above facts noted that most of the persons she studied showed a number of common personality qualities like self-confidence, persistence, and strength of character. She found that other factors which aided their development were eminent relatives, cultured homes, and good schooling. Her study concludes that the three factors—very high natural ability, favourable personality traits, and very good environments combined—make genius.

Comparatively recent studies reveal amazing early accomplishments. Late S. Hollingworth found a youngster with an I. Q. of 187 who graduated from High School a little before 12 years, completed his college just before 15, and obtained his Ph. D. degree at 18. L.M. Stedman studied a girl with an I. Q. of 214 who spoke meaningful words when only 7 or 8 months old and walked at 10 months. She learned the alphabet at three years by asking questions about printed signs, easily skipped a few grades until she was in the fourth grade when five years and nine months old. A voracious reader she at nine had her favourite authors as Dickens, Victor Hugo and George Eliot. Her parents were professional people of superior mentality.

A comparison of children having I. Q. 's over 130 with children having I. Q. 's around 100 was made by Hildreth in U. S. A. The superior group manifested such traits as alertness, interest, humour, mature use of language and persistence.

Most of the investigations on the subject indicate that brightness or high ability is biologically conditioned, but the environments and superior family background not only keep it up but help developing a genius. High intelligence tends to remain high. The

popular belief that the bright child is poor in health and physical strength has been exploded by scientific studies which show that he has an above average health and physical strength. Another belief that the genius have some special gifts but lack in others or that their personal and social adjustment in life is deplorably poor is also shaken. Leaving apart some coincidences it has been found that the bright have adjusted better than the average. The bright child's mentality and his capacity for learning are the basis of all his future achievement including that in the matters of his adjustment to life situations.

Recognize the Bright

Our schools are geared to the needs of childeren, endowed with normal intelligence, who may consequently enjoy a smooth run in the school system. But the slow and the quick children present a problem to such schools. Ignorant or ambitious parents, in sheer wishfulfilment, may push up their slow children, wanting them to compete with the normal or the bright, thus putting them in difficulties. Similarly the bright child would keep up his brightness only if he is recognized early and if provision is made to let him work up to his level. Here intelligence tests will come handy to the teachers, so that the bright (I. Q. 120 to 150) could be grouped separately.

A popular plan to educate the bright children in the U. S. A. is to group these children (above 110 I. Q.) in a separate class and to provide them with an opportunity of doing more extensive and intensive work than the usual courses of study provided, during the regular school time. Promotions to the next grade when they are ready are also permitted. This plan is commendable and is perhaps very productive. But on the social side it is likely to create snobs who as adults may find it difficult to adjust with average persons. The bright have got to live in a world which is largely made up of the average and hence the imperative need that they must be trained for the purpose. As a slight amendment to this plan, therefore, the bright pupils should be provided with an opportunity to mix with their average counter-parts, by holding common classes for the two groups in subject—periods like health and physical education, arts and crafts and the like. This will give both the categories of pupils a sense of oneness, and equality and will help them in adjusting to one another. Another practice is to give the bright children in regular classes individual attention, to test their mental ability at regular intervals and to promote them if necessary. The danger in this practice is that the bright child may have social handicaps. Intellectually being far ahead of others, he may not be able to put up with the children of his own age. Still another plan is to maintain two groups for pupils between grades four to nine—one of them of normal intelligence who do the regular six years work in six years, the other of the bright who do the same work in four years. The amendment suggested above is workable in this plan also.

The difficulty with most of the plans in this connection is that they cater to the child's mental developmeat only which is a one-sided approach not conducive to his fuller development. The school's effort to recognize the highly intelligent pupils must take into consideration all the phases of their development so that higher learning does not leave them deficient or weak in any aspect of their personality.

Educating the Bright

Dr. Horn suggests "throw these children on their own resources so far as possible" and do away with the drill and routine methods. The second part of the suggestion is quite appropriate and truly warranted as routine methods will either hamper or retard the development and growth of these children. But throwing these children on their own resources is not without its adverse consequences. Requisite guidance through individual attention will go a long way towards directing the bright's mental abilities on the right channels and helping them draw upon their resources.

Dr. Horn is not in favour of speed in educating these children on the plea that they have abundant time. Whereas speed at the cost of adequate assimilation is not desirable, it is worthwhile maintaining a speed for favour of absorbing more of instruction. Being fast, they are often left

with surplus time which must be occupied to their benefit.

The special abilities and aptitudes of these children must be determined ; and they should be advised to make wise curricular choices depending upon their aptitudes. They should be encouraged and helped to do creative work in language, literature and art, to write and to read widely. They may be possessing leadership potential which must be exploited by giving them an opportunity to lead the class in a project, to speak before the class on subjects of their own choice, to produce plays, to monitor the class, to edit the school magazine etc. Their effort to do or create something, irrespective of their success with it or of the concrete value of their product, must be approved and valued. The teacher is another big influence in their education. A scholarly, inspiring and painstaking teacher will produce similar qualities in his wards. The demands of his unusually bright children should not make him self-conscious nor frighten him. He must not fight shy of accepting his limitations to himself with a view to raising his own status in the field of learning.

Parents need to cooperate with the school's efforts to educate their bright child. They will do well to satisfy his physical needs, to provide him with well-chosen books and materials, and to become a source of inspiration to him. They must not be over-protective and sentimental in their attitude to him. They should cushion, not remove, his difficulties to make him self-dependent and responsible. They must not stifle his curiosity by withholding answers to the questions which are embarrassing to them. They should be able to answer them properly and truthfully. They should let him think and let him act upon his thinking, instead of giving him ready-made solutions of problems or wanting him to proceed along pre-conceived notions. They must not allow him to boast or to look down upon others.

To give a sort of preferential treatment to the bright child while educating him may appear antithetical in today's democracy. Democracy is made up of individuals to whose fullest development it caters or claims to cater. It does so perhaps because the fully developed and educated individuals will make the greatest contribution to its social order. Letting the bright children grow at their own high level will therefore amount to protecting a minority which a democracy is always proud of doing. Besides, the bright children are possibly the nation's leadership poential which must be reared well to keep the wheels of democracy moving. Again it is these children who may lead the country's development in various fields like industry, science, art and literature. If their genius is permitted and helped to develop further, they may add to human achievement as such and contribute to human welfare and happiness on this plane. Te educate them at their own level is hence truly democratic.

- The childhood shows the man,
  As morning shows the day.

  —*Milton*

The Child at School—A Parent's View

MURIEL WASI, *M. A.* (*Oxon*), Deputy Educational Adviser to the Government of India, Ministry of Scientific Research and Cultural Affairs, New Delhi

THERE WAS A TIME when the parent in India could escape the direct responsibility of educating his child. During term, the child was the special responsibility of the school and all that the parent was required to do was to have him entered, pay fees, and glance at a report at the end of term.

All this ended a long time ago. It ended with the acceptance of quantitative education and the abandonment of a strict teacher-pupil ratio. With this we gave teachers in India the responsibility for dealing with hundreds of children that no normal teacher can take in his stride during a working day.

No teacher can expect effectively to reach a child that is one of a hundred. In consequence, there is no alternative today except for the parent to do part of the teaching of his own child. If the parent who takes the view that "part of the teaching" is merely supervising a child's homework, he is very much mistaken. Supervision of homework is an essential part of a parent's job, but it is only part of his educational job as parent.

Parent-Teacher Association

Today, the Indian parent must regard himself as, in some sense, a teacher, just as the teacher must regard himself as in some sense, a parent. At a seminar on parent-teacher association that I attended recently, I heard a spirited young woman-teacher declare "Step-parents are worse than bad parents and the teacher always stands in danger of being taken for a step-parent. Unless the teacher can place herself in the position of a mother, she has failed to do her job as a teacher."

True wisdom. Conversely, unless the mother can place herself in the position of a teacher today, she has failed to do her duty as a mother.

The implication of all this is clear: children cannot be educated today without the closest liaison, understanding and cooperation between parents and teachers. I have not been asked to discuss the essential characteristics of parent-teacher associations and I will not, therefore, do so, but will be content to say that unless parent-teacher associations are accepted as a set part of organised educational life in India, our children are likely to be badly educated.

Parent's Duties

What are the parent's particular duties in this education? The parent is responsible for a child's general quickness of perception. This is not merely a matter of heredity or even of good health—the sound mind in the sound body for which every mother is responsible. It is a matter of using every means possible in the waking day to sharpen the child's intelligence so that it is ready for the teacher to work upon. Under this responsibility falls the inculcation of general reading habits. Under this falls meal-time conversation in which parents have a special duty. Dinner tables are not intended for pointless gossip. They have often been the seat of conversation within a family and they have been, in some families, the informal school that conditions children for sound formal education.

The parent is responsible for the cultivation of habits of punctuality, self-discipline, cleanliness and integrity. The teacher has not the time to spend on character-training when he is required to cover certain set portions for certain set classes and certain set examinations. In consequence, the child must go to school with clear ideas on what we generally call

"character" and discipline." The need for regular habits of cleanliness, feeding, work and recreation are the business of the home. The teacher can reinforce them ; he cannot create them.

All general social education, that is the outer fringe of what we now call Civics, is the business of the parent, because it cannot be done today by the teacher. A day consists of 24 hours. Of this period, the teacher has the child for a bare six hours. The rest lies with the parent. It is, therefore, the business of the parent to keep the child in touch with current events and with developments in this country as in the outside world. It is the parent's business to choose the child's films as it is the parent's business to supervise the child's general social *milieu* and activity in terms of parties, games and picnics. The encouragement of initiative in such matters is the business of the parent. Here again, the teacher can make strong recommendations, but it is the parent who is responsible for seeing that children develop initiative in civic service.

It will be asked what, if the parent is to undertake all this, the teacher is responsible for today. The teacher is responsible primarily for formal instruction ; beyond this, the parent must generally rely on himself. And it is a wise parent who can forestall a crisis in education by equipping himself to see his child as others see him.

Student Records for the Home

● Teachers must be completely honest with parents. If tests or other evidences of accomplishment are to be sent home with the child, the material should be an accurate representation of his attainments. Sending only the best, or perhaps, stimulating the child to take home copy work to show his creative ability, can lead a parent to conclusions that are contrary to fact.

—*Winston Roesch*, U.S. Office of Education

● For generations, parents have been asking the question : "What did you do in school today?" and for generations they have been getting the same answer : "Nothing." One teacher concocted a simple antidote for this nonsense. During the last hour of the day she wrote a brief outline under the title of "What We Did in School Today." She ran this off on a gelatin duplicator, and saw that each child had a copy in his hand to take home. Parents were lavish with praise for this note.

—Hope A. Diffenderfer in *The Instructor*

Roundup of Activities
Ministry of Education

ELEMENTARY AND BASIC EDUCATION

Basic Education Committee for Public Schools

The Basic Education Committee for Public Schools met on 6th May, 1959 to decide the drafting of the report. The proceedings of the meeting have been circulated to the members of the committee, to write each one's respective part of the report on the lines, decided upon in the meeting.

National Seminar on Orienting Elementary Schools Towards The Basic Pattern

In order to accelerate the pace of the programme, a high-level three-day Seminar was held at Allahabad from 11th to 13th July, 1959.

The recommendations of the Seminar have been communicated to State Governments/Administrations for implementation. In addition to a strong and sustained publicity campaign for the programme, it was recommended by the seminar that the Orientation Programme should be completed by the end of 1960-61. The Central Government should bear the entire expenditure on the Orientation training of the teachers/inspecting officers.

Post-Basic Education Committee

Draft report of the Post-Basic Education Committee has been circulated to the members of the committee for their consideration.

Recognition of Post-Basic Education School Certificate as Equivalent to High/Higher Secondary School Certificate

Government of India have passed orders declaring the Post-Basic School Certificate as equivalent to High/Higher Secondary School Certificate, for the purpose of employment under the Central Government.

National Institute of Basic Education

(a) *U. N. Expanded Technical Assistance through Unesco Expert in Crafts*

An agreement for providing an expert in craft education has been executed between the Government of India and Unesco.

(b) *Four-Week Workshop - Cum - Refresher Course*

A workshop-cum-refresher course was organised on the Techniques of Correlation in Basic Schools for four weeks, from 18.5.59 to 12.6.59.

(c) *Two-Week Workshop for the Staff of the Senior Basic School, Ghitorny*

A two-week workshop for the staff of the Senior Basic School, Ghitorny, was organised from 20th June to 4th July, 1959.

(d) *Conference of the Headmasters and the Inspecting Officers*

A Conference of the Headmasters and the Inspecting Officers of the ten proposed Model Basic Schools of Delhi was organised from 7th to 14th July, 1959.

Brochures

The following four brochures have been

prepared and sent to the State Governments and Union Territories, to send their comments and suggestions.

(a) Teacher Training
(b) Primary Education Act in India
(c) Wastage and Stagnation
(d) General Administrative Problems of Free and Compulsory Primary Education

Assistance to Voluntary Educational Organisations

Rs. 5,000/- to Khalsa Basic Training College, Mukhtsar; Rs. 5,000/- to Latthe Adhyapak Vidyalaya, Ashthe, South Satara, Bombay State; and Rs. 9,407/- to Seva Sadan Society, Poona were sanctioned during the period under review.

National Council for Women's Education

A National Council for Women's Education has been set up and details of powers, functions, composition etc. of the Council have been gazetted.

Production of Literature and Material for Basic Education

A sum of Rs. 7,700/- was sanctioned to Post-Graduate Basic Training College, Dharamsala, Punjab, for carrying on research on production of improvised and home-made science apparatus for the teaching of science upto senior basic stage.

Expansion of Girls' Education and Training of Women Teachers

The State Governments have been allotted Rs. 70.50 lakhs for the year 1959-60. They, alongwith Union Territories, have been asked to send their proposals.

Children's Book Trust

An amount of Rs. 4,00,000/- has been sanctioned to the Children's Book Trust, being the 1st instalment of the interest bearing loan of Rs. 7,00,000/-.

Children's Literature

The last date for receipt of entries for the 5 h Prize Composition of Books was 25th May, 1959.

SECONDARY EDUCATION

State Education Ministers' Conference

A conference of State Education Ministers was held at New Delhi on 8th and 9th August, 1959 to discuss free and compulsory education, particularly compulsory education between the age group of 6-11, in the Third Five-Year Plan and the development of sports and physical activities in schools and colleges, the National Service Scheme, the question of converting the existing High Schools into Higher Secondary Schools during the Third Plan period and limiting the number of students in universities and institutions of Higher Education.

The Central Bureau of Textbook Research

A scheme of suitable science concepts for the different classes in the primary and middle schools has been worked out and the teachers were consulted as to the intellectual comprehension level of the primary and middle school children. This would lead to the writing of better science textbooks.

Central Bureau of Educational and Vocational Guidance

One-Session Professional Course

The One-session Professional Course for Counsellors and Directors of Guidance was conducted between 14th July to 8th May, 1959. All the 9 candidates were declared successful, two of them having secur.d distinction.

Research

A battery of five tests was administered to some six hundred boys and girls in 9 schools of Delhi, and the three thousand text-scripts thus collected have been item-analysed for the preparation of final drafts. Two tests, one of 'mechanical-reasoning' and the other of 'verbal-reasoning' have already

been item-analysed and items for inclusion in the final draft have been selected.

Towards a second project on the adaptation of Wechsler's Adult Intelligence Scale, a panel of psychologists from Universities and Guidance Bureaux has been formed for giving expert opinion in the selection of test items to replace the unsuitable ones in the original test.

Field Work—Technical Help to Schools

The nine schools under the scheme of Try-out of the Science Battery, are also being helped to select candidates for the science course in Grade IX. Tentative norms obtained for the tests alone with other school data are being used for this purpose. Incidentally, this procedure will also help in the final validation of the test battery.

The Bureau completed the project on guidance filmstrips. A set of 7 strips on courses under the multipurpose school illustrating occupational orientation class talks is ready for use. The proposal for the mass production of these strips and their distribution to all multi-purpose schools is now under consideration.

Technical Notes and Monographs—(Statistics)

It has been decided to prepare a series of monographs in the form of technical notes on all subjects pertaining to the construction and use of psychological tests. One such monograph on the use of Staline Grades in the construction of Local Norms has already been prepared.

Central Institute of Education, Delhi

The first three-month refresher course for art teachers which commenced on 9th February came to a close on 8th May, 1959. Eighteen Art teachers deputed by different States successfully completed the course.

Under *The Extension Service Department*, a short course for the teacher of English by Structural Approach was arranged at Dalhousie from 25th May to 12th June. Thirty teachers of English from Delhi schools participated in it.

Of the 92 candidates who had appeared from the Institute in the B.Ed. examination, 90 passed, eight securing distinction. All the 23 candidates for the M.Ed. examination were successful.

An All-India Seminar on the revision and reorganization of the courses relating to Philosophy and Sociology of Education, History of Educational Thought and Comparative Education for the M.Ed. class, was held in Poona from May 18 to 22, under the guidance of Dr. R. Freeman Butts, visiting Professor from Columbia University, New York.

Science Teachers' Project

A seminar of Science Teachers who had been deputed for training in the U.K., U.S.A., Canada in 1957-58 was held from 1st to 5th July, 1959 in the Central Institute of Education, Delhi. The discussions centred round the utilisation of the training and experience gained by them abroad for vitalising the teaching of science in Indian schools.

Assistance to Voluntary Educational Organisations

The following grants were sanctioned :

Rs. 729 (third and final instalment) to Sri Ramakrishna Mission Sarada Vidyalaya Girls' High School, Madras, for the construction of a multipurpose hall and purchase of furniture : and Rs. 2,057 to Ramgharia Training College, Phagwara for establishment of Psychological Bureau of Educational & Vocational Guidance ; Rs. 20,000 (Second and final instalment) to Jamia Millia Islamia, New Delhi for establishment of Science laboratories and improvement of Library ; Rs. 50,000 (third instalment) to Sri Avinashilingam Home Science College, Coimbatore for establishment of Home Science College : Rs. 4,282 for Inter-State Board for Anglo-Indian Education, New Delhi under Article 337 of the Constitution of India and Rs. 14,075.33 to Lawrence School, Lovedale as Government of India's contribution on expenditure on entitled children at the Lawrence School, Lovedale.

New York Herald Tribune Forum

As in the previous years, the New York Herald Tribune Forum authorities extended an invitation to India for deputing a student to the U.S.A. for a three-month visit from January to March 1960 for participation in the Forum.

The Government of India will select the

delegate on the basis of an original 1500 word essay competition in English to be held at various centres in India, on the 1st August, 1959. The contest will be open to students of High/Higher Secondary or equivalent classes.

HIGHER EDUCATION

Home Science Technicians

Under Supplement I to O.A 41-Assistance to Home Science Education and Research in India, five technicians arrived in India on 29th/30th June, 1959.

Home Science Seminar at Bangalore

A Seminar was held at Bangalore from 18th-29th May, 1959 to develop a common concept of Home Science. It was attended by representatives of Home Science Institutions in the country and the U.S. technicians under the TCM Home Science Project.

American Consultants in Evaluation Techniques

A team of ten Indian educationists, was sent to the U.S.A. last year, under the Indian Wheat Loan Educational Exchange Programme, to study the Evaluation Techniques and Examination methods followed in some of the leading Universities there. In exchange, a team of three American Consultants in Evaluation has arrived in India and will be visiting various universities.

Amendments to the University Grants Commission Contributory Provident Fund Rules, 1956

The Central Government has sanctioned certain amendments to the University Grants Commission Contributory Provident Fund Rules, 1956.

Loans to Affiliated Colleges for the Construction of Hostels

The following loans were sanctioned :

Rs. 50,000/- to Agra University; Rs. 30,000/- to Shri Guru Ram Rai Degree College, Nahan ; 10,000 to Dev Samaj College for Girls, Ambala City ; Rs. 10,000 to D.A.V. College, Amritsar and Rs. 31,000 to the Kirori Mal Coll ge, University of Delhi, for the construction of a Warden's House.

Grants-in-aid

The following grants have been sanctioned :

Rs. 1,65,35,000 to the University Grants Commission ; Rs. 10.00/- to the Kanya Gurukul Mahavidyalay, Dehradun, out of Education Minister's Discretionary Fund ; Rs. 500 as an *ex-gratia* grant during 1959-60 out of Education Minister's Discretionary Fund to Prof. Narendra Kumar Sil, T.B. Patient, Nadia, West Bengal, to meet the maintenance expenses of his family ; Rs. 1,45,000 to the Jamia Millia Islamia, Jamianagar, New Delhi, being the first and second Instalments and Rs. 25,000 to the Gurukula Kangri, being the first instalment.

Recruitment of Teachers Abroad

At the request of the Royal Afghan Government, received through our Embassy in Kabul, five teachers have been selected for service in different schools in Afghanistan.

RURAL HIGHER EDUCATION

Grants

(*a*) The following grants have been sanctioned :

Rs. 52,037 to Sri Ramakrishna Mission Vidyalaya Rural Institute, Coimbatore ; Rs. 34,545 to Mouni Vidyapeeth Rural Institute, Gargoti ; Rs. 1,56,004 to Vidya Bhawan Rural Institute, Udaipur ; Rs. 35,203 to Gandhigram Rural Institute, Madurai; Rs. 5,445 to Lok Bharati, Sanosara ; Rs. 50,223 to Balwant Vidyapeeth Rural Institute, Agra ; Rs. 1,00,000 to Jamia Rural Institute, Jamianagar ; Rs. 1,08,422 to Kasturba Rural Institute, Rajpura ; and Rs. 57,667 to Rural Institute, Amravati.

(*b*) The following grants have been made to the Rural Institute for the award of stipends for the period during April, June, 1959.

Rs. 5,385 to Gandhigram Rural Institute, Madras State ; Rs. 7,505 to Sri Ramkrishna Mission Vidyalaya Rural Institute, Coimbatore ; Rs. 3,915 to Institute of Rural Higher Education, Sriniketan ; Rs. 6,460 to Balwant Vidyapeeth Rural Institute, Bichpuri Agra ; 9,315 to Rural Institute, Amravati ; Rs. 2,560 to Mouni Vidyapeeth Rural Institute, Gargoti ; Rs. 4,905 to Vidya Bhawan Rural Institute, Udaipur ; Rs. 2,520 to Rural Institute of Higher Studies, Birouli, Bihar ; and Rs. 5,910 to Jamia Rural Institute, Jamia Nagar, New Delhi.

Examinations in Rural Institutes

The first final examination in Three-Year Diploma Course in Rural Services was held in April, 1959. Out of 234 students two students secured 1st class, 50 students secured 2nd class, 106 students third class, 76 failed and one was absent.

The examination in Civil and Rural Engineering courses was held in April-May, 1959. Out of 71 students 35 students have passed, 25 students were placed in the compartment and the remaining 11 students totally failed.

The examination in Two-year Certificate Course in Agricultural Science was held in April-May, 1959. Out of 68 students, 61 students passed the examination.

AUDIO-VISUAL EDUCATION

Central Film Library

Thirteen new films were acquired in the Library, bringing the total to 4187. Fifteen new members were enrolled bringing the total membership to 1250. 1487 films and 45 filmstrips were issued to 237 and 11 member institutions respectively. The Preview Committee meeting was held once, which previewed one film. The University Grants Commission have agreed to consider the request of Universities who desire to set up film libraries. This is in implementation of the recommendation of the National Board of Audio-visual Education made at its third meeting.

The Central Board of Film Censors, Bombay have issued 37 each of classification and censorship certificates in respect of films which were censored in New Delhi during January, February, 1959 has been received.

Material worth 99319·13 has been received from the T.C.M. till 30.6.59 for the National Institute of Audio-Visual Education.

Mobile Cinema Unit

Under the Colombo Plan, a new Mobile Cinema Van has been received. 40 film-shows were conducted by Mobile Cinema Van in educational institutions.

Production of Films

The film 'Growth of the University' has been approved for release. Work on the films 'A Day at Zoo' and 'Courtesy' is in progress.

Translation Unit

Teaching notes of 6 filmstrips were translated into Hindi, bringing the total to 50.

Audio-Visual Education Journal

The work on the July, 1959 issue is in progress.

Audio-Visual Education Classes

Details for starting classes in Audio-visual Education are being worked-out.

Unit for the Production of Visual Aids

Final sketch of the chart on "Wheat Production in India 1956" in series—Economic Geography—is being prepared. Chart on (i) Carbondioxide-Oxygen Cycle in Nature and (ii) Nitrogen Cycle in Nature has been published in English and Hindi.

Preparation of two Study Kits on India—one for circulation within the country and the other abroad has been approved and the preparation of the study kits has been taken up.

UNION TERRITORIES

Himachal Pradesh

The sanction of the President has been

conveyed to the Himachal Pradesh Administration for the grant of a special pay of 10% of their basic pay to the teaching staff of the Junior Teachers' Basic Training School, Nahan, with effect from 25-5-1959.

Andaman & Nicobar Islands

Powers have been delegated to the Education Officer, Andaman & Nicobar Islands, for the payment of grant-in-aid to private schools.

Manipur

Rules for grants-in-aid to private recognised primary schools for Manipur have been approved.

Delhi

The Government of India have agreed to the setting up of a non-judicial Tribunal for the settlement of disputes relating to service matters between the teachers of Government-aided private schools in Delhi and their managements.

The Government of India had also accepted in principle the recommendations made by the Committee on Aided Schools, set up by the Delhi Administration in 1957 and framed Government-aided Private School Teachers' (Discipline, Punishment and Appeal) Rules, 1959 to take effect from March, 1959. These rules will be enforced in Private Schools in all Union Territories.

All appeals against orders of punishment and other disputes relating to service conditions of such teachers will be heard by an Appellate Tribunal. which will consist of the Director of Education as the Chairman and two other members, one representing the appellant and the other the school managements.

The sanction of the President was conveyed to the Delhi Administration for the grant of extension of the period of deputation of Shri B.D. Bhatt, an officer of the U.P. Education Department, in the post of Director of Education, Delhi for a further period of one year with effect from 1st June, 1959 on the existing terms and conditions.

SOCIAL EDUCATION

Assistance to Voluntary Educational Organisations in the Field of Social Education

The following grants were sanctioned :

Rs. 1,837 to Cosmopolitan Reading Club and Library Kollookad, Kerala, and Rs. 16,000 to Nav Hind Educational Society, Rohtak Road, New Delhi.

Rs. 10,000/- to Paschim Banga Samaj Seva Samiti, Calcutta, West Bengal, for the development of their library.

Production of Literature for Social Education Workers

1000 copies of the Handbook 'Rural Recreation' prepared by the Planning, Research and Action Institute, Lucknow, have been printed.

Rural Education Committee

The recommendations of the Rural Education Committee are under consideration of the various Divisions. A meeting of the Standing Committee of Social Education of the CABE is also being called to discuss this report.

Advisory Committee for Libraries

Report of the Committee is being circulated to the State Governments and University Grants Commission, Planning Commission and other Ministries concerned. Their comments are awaited.

Institute of Librarianship, University of Delhi

Thirteen trainees from various State Governments attended the first training course in the Institute from March-May, 1959. State Governments have been requested to depute librarians for the next course due to start shortly.

Library Expert Under Colombo Plan

After completing nine months assignment in India, the Library Expert left for Canada.

Standing Committee of the C. A. B. E. on Social Education

The minutes of the last meeting have been finalised and action is being taken on them.

National Fundamental Education Centre

During the quarter under report the National Fundamental Education Centre concluded the training of the second batch of District Social Education Organizers on 17th April, 1959. Planning for the next course to start on 15th June, 1959 was taken up during the intervening period.

A training course for the third batch was started on 15th June 1959 and 17 District Officers from different States reported for training.

Final proof of the report on the research project "Village Meeting Places—A Pilot Inquiry" was checked and it is expected that the copies will be available before the end of July 1959. Two other research projects, one on 'Village Meeting Places and Community Centres, and the other on 'Reading Habits and Interests of Village People' are being carried out.

The Audio-Visual Unit of this Centre finalised the filmstrip on "How to Make a Flannelgraph".

National Book Trust

The Memorandum of Association and Rules and Regulations of the National Book Trust, India, have been registered.

Production Literature for Neo-Literates

Under the 6th competition of books for Non-literates announced early in 1959, about 430 entries have been received in various Indian languages. Out of these, 40 prizes of Rs. 500/- each and 5 additional prizes of Rs. 1,000/- each will be awarded to books or manuscripts that are selected by panels of reviewers appointed for the purpose.

Organisation of 'Sahitya Rachnalaya's for Neo-Literates

The evaluation of the work of 'Sahitya Rachnalayas' (Literary Workshops) has been taken in hand. The Directors and trainees who attended the various *Rachnalayas* have been requested to furnish their reactions in regard to the *Rachnalayas* on the questionnaires addressed to them.

Publication of Hindi Vishwa-Bharati

The fourth volume of Hindi Vishwa-Bharati-an Encyclopaedia in Hindi, which is being prepared and published by M/S Hindi Vishwa-Bharati, Lucknow in ten volumes under a scheme subsidised by the Ministry has been published in June, 1959. It may be recalled that the first volume of this publication was published in May, 1958; 2nd volume in September, 1958; and 3rd volume in February, 1959.

Verification of Educational Qualifications of Indian Nationals

During the period under report, results of 24 persons have been verified from the records available in this Ministry, references received from the various Ministries/Offices/Punjab University, Chandigarh.

Eighteen verifications relating to the educational particulars of Indian nationals, received from the Government of Pakistan, through the High Commission of India in Pakistan Karachi, were despatched to the Ministries concerned.

Financial Assistance to Displaced Students from Pakistan

Displaced students pursuing various courses of studies have been granted financial assistance through the Social Welfare and Rehabilitation Directorate, New Delhi, involving an expenditure of Rs. 1,428/-

A sum of Rs. 10,000 has been sanctioned to the Administrator, Faridabad Development Board, Faridabad, on account of financial assistance given as direct aid to displaced students from West Pakistan during the year 1958-59.

The scheme of financial assistance to dis-

placed students from West Pakistan, which was in force during 1958-59, has been continued during the current financial year. In order to implement the scheme, a sum of Rs. 14.33 lakhs has been allocated to the State Governments and Administrations concerned for expenditure during the current financial year.

Financial Assistance to Children of Indigent Families Displaced from West Pakistan

Another item of work regarding the grant of stipends to students belonging to indigent families, displaced from West Pakistan has been taken over by this Ministry from the Ministry of Rehabilitation, with funds at the rate of Rs. 75,000 p.a. for the remaining part for the 2nd Plan period. This assistance, which previously used to be granted by Mrs. Rameshwari Nehru, Hony. Advisor, attached to the Ministry of Rehabilitation, utilising the funds as a discretionary grant, will continue to be granted by this Ministry. Uniform rules for the purpose of considering deserving applicants have been finalised.

SOCIAL WELFARE AND EDUCATION OF THE HANDICAPPED

Scholarships for the Blind

We have invited applications for the Scholarships for the Blind. The last date for the applications is 31st July '59. These applications will be considered in the ensuing months for the award of the scholarships.

Social Welfare

The United Nations are proposing to hold a Seminar on the Organisation and Administration of Social Services for Asian and Far Eastern countries that are the members of the E.C.A.F.E. The Government of India have agreed to provide host facilities for the Seminar. The Seminar is proposed to be held at New Delhi from 16th to 28th November 1959. The Seminar will discuss the questions of organisation and administration of social services such as factors affecting levels of living, scope and nature of social services, financing of social services, personnel in social services, co-ordination of social services, and the place of social welfare in national economic devlopment of the ECAFE countries.

Labour and Social Service Camps

A sum of Rs. 14.18,362.81 has been paid to the State Governments, Universities N.C.C., Directorate of the Ministry of Defence and Voluntary Organisations like Bharat Sevak Samaj, Bharat Scout and Guides, for conducting Labour and Social Service Camps.

Campus Work Projects

A sum of Rs. 3,09,175 has been sanctioned to Universities and State Governments and a Public School as 2nd/3rd instalments of grants for the projects, first instalments in respect of which were sanctioned in 1957-58 and 1958-59.

Sports

A grant-in-aid of Rs. 2,26,783/- and another of Rs. 49,235.32 has been sanctioned in favour of the Rajkumari Sports Coaching Scheme, New Delhi to cover the expenditure on payment of staff salaries, foreign coaches etc.

All-India Council of Sports

The eighth meeting of the All-India Council of Sports held on the 9th May, 1959, in the Ministry of Education, approved the general principles of the report of the coaching committee and further constituted four—member committee for working out a broader National Coaching Scheme. Till such time as the National Coaching Scheme comes into being, the Rajkumari Sports Coaching will continue to function in a reconstituted form with 11 members including Rajkumari Amrit Kaur who will act as a Chairman. The Rajkumari Sports Coaching Scheme shall become a registered body under the Societies Registration Act, 1860.

The Council recommended the following grants :

Rs. 5,000/- or deficit whichever is less, to the Gymnastic Federation of India to conduct the Annual National Championships ; Rs. 35,000/- to the National Sports Club of India for the maintenance of its Stadia and Swimming Pools at New Delhi and Bombay ; Rs. 20,000/- to the All-India Lawn Tennis Association to depute a team of four players, to participate in the Wimbledon Matches being held in June, 1959 in the U.K. ; Rs. 12,000/- to the All-India Lawn Tennis for holding the Third Training Camp and Inter-State Junior Tournament in Tennis at Trivandrum ; Rs. 5,000/- or deficit, whichever is less to the Volleyball Federation of India, for holding National Championship.

The Council approved the appointment of Shri K.G. Hussain and Shri L.H. Khuranna as paid Assistant Secretaries of the Rajasthan States Sports Councils and the Gymnastic Federation of India respectively and the request of the West Bengal Government for financial assistance to the extent of 50% of expenditure, on the construction of a playground and stadium at Darjeeling.

Grants-in-aid

The following grants-in-aid were sanctioned :

Rs 1840.32 to the Indian Hockey Federation, Patiala to cover the salary expenses of the paid Secretary attached to the Federation ; Rs. 2,580/- to the National Rifle Association, India, New Delhi to cover the salary of the paid Secretary attached to the Association ; Rs. 2,301/- to the Kerala Sports Council, Trivandrum to cover the salary of the paid Secretary attached to the council ; Rs. 2,275/- to the Basketball Federation of India Patiala, to cover the salary of the paid Secretary attached to the Federation ; Rs. 1,000/- to the National Rifle Association, India, New Delhi for the purchase of library books ; Rs. 2,35,000/- to the Lakshmibai College of Physical Education Gwalior, for the construction of the College buildings ; Rs. 19,400/- to the Director, K.S.M.Y.M. Samiti, Lonavala (Poona) to meet the deficit of the Scientific Research Department of the Samiti ; Rs. 50,000 as the second instalment of the Government of India's contribution for the expenditure on the construction of the Headquarters' building of the Yoga Ashram at Katra Vaishnu Devi (J & K)

All-India Council of Sports

The 9th meeting of the All-India Council of Sports will be held on the 1st August, 1959. It has been decided to set up a committee under the chairmanship of Shrimati Rajkumari Amrit Kaur to prepare a scheme for the development of sports and games in the country for implementation during the 3rd Five-Year Plan.

Physical Education and Recreation

The following grants were sanctioned :

Rs. 7,500/- to the K.S.M.Y.M. Samiti, Lonavala (Poona), for meeting 75% of the cost of apparatus to be imported from U.S.A. in 1959-60 ; Rs. 25,000/- to Maharastra Mandal (Physical Cultural Society), Poona for the construction of the Hall for the Certificate Course in Physical Education.

Central Advisory Board of Physical Education & Recreation

The eighth meeting of the Board was held at New Delhi on the 27th April, 1959. The Board considered the Reports of the Visiting Committee for the Physical Education, Institutions of the Southern region and recommended that further action may now be taken by the Govt. of India in the light of the recommendations of the Committee. The Board decided that Matriculation should be prescribed as the minimum qualification for admission to the Certificate Course. It also set up a three-member committee to make an on—the—spot assessment of the working of the Physical Education, Institutions in the Northern and Eastern regions and also to report on their requirements for improvement and development. It approved the proposal to hold an All-India Seminar for Organisers and Experts in Indigenous Physical Education activities expected to be held in October, 1959. The representatives of the indigenous system of physical education

e.g. *Akhadas, Vyayamshalas*, Gymnasia etc. are expected to participate in the Seminar to discuss their problems and the ways and means for the popularisation of the indigenous physical exercises and activities. It was decided to compile a Directory of Physical Education and Yogic Institutions in the country.

The Board considered the question of the scales of pay, as well as standard designations of physical education teachers in various States and Universities. It was decided to refer the matter to the three-member committee for further examination, who should draw a list of important subjects under physical education, sports and recreation, on which publications are necessary, and also select writers for preparing such literature.

The need for preparing a programme for the development of recreational activities was stressed by the Board, and recommended that the committee set up by it earlier should go ahead with the task of drafting a programmes for the development of recreation during the Third Five-Year Plan.

The first meeting of this Committee was held on the 15th May, 1959. The report of the committee is awaited.

In pursuance of the recommendations of the Estimates Committee of the Lok Sabha and the Central Advisory Board of Physical Education and Recreation, the Govt. of India have constituted a Committee, under the chairmanship of Pandit Hirday Nath Kunzru M. P., to examine the question of coordination and integration and development of different schemes and programmes in the field of physical education, recreation and youth welfare. The first meeting of the Committee was held at New Delhi on 20th July, 1959. It has decided to issue a questionnaire in order to collect factual information in respect of the working of the different schemes in the country.

Scouting and Guiding

The following grants were sanctioned :

Rs. 30,000/- as first instalment in favour of the Bharat Scouts and Guides, National Headquarters, New Delhi for meeting part of the anticipated deficit in the administrative and organisational Budget for 1959-60; Rs. 31,000/- to the Bharat Scouts and Guides, National Headquarters, New Delhi for meeting the expenses of the 17th International Scouts Conference to be held in New Delhi in July-August, 1959.

The Government of India have approved the proposal of the Bharat Scouts and Guides to participate in the 10th World Jamboree, Philippines. The Indian Contingent consists of 12 scouts and 2 scouters.

Students' Tours

During the period under report, an amount of Rs. 2,22,000/- has been sanctioned for 144 batches of students for undertaking educational tours.

In order to facilitate the release of grant in time to the parties of students going on tours, the funds have been allocated to the State Governments who will distribute the grants for tours on the conditions prescribed by the Central Government. The allocation has been made in proportion to the number of eligible institutions situated in the various States.

Survey of Living Conditions of Students

The Universities of Kerala and Lucknow who were included in the Pilot Project of the Survey of Living Conditions of Students have completed the work. They have sent the relevant data which is under the examination of the Ministry of Education.

National Children's Museum

A meeting of the *ad hoc* Committee on Children's Museum was held on the 24th June, 1959 and approved the preliminary estimates of expenditure and drawings of the museum prepared by the Central P.W.D.

PROPAGATION OF HINDI AND EVOLVING OF TECHNICAL TERMINOLOGY

Board of Scientific Terminology

The under-mentioned finalised lists of technical terms in Hindi were published during the quarter under report

Finalised Lists :
Railway (General Traffic Terms)
Commerce
Provisional Lists :
Defence VII
Defence IX
Diplomacy IV
Physical Geography II

The following list of words common to Hindi and Marathi has been added to the Bilingual Glossaries published by the Ministry upto 30th June, 1959 :

Subject	*No. of terms evolved*
1. Agriculture	9234
2. Botany	7116
3. Chemistry	8981
4. Defence	13355
5. Economics	7712
6. Education	10203
7. Engineering	5468
8. Finance	602
9. External Affairs	6649
10. Geology	4603
11. Information & Broadcasting	1504
12. Legal	6856
13. Mathematics	7307
14. Medicine	10263
15. Physics	3919
16. Posts & Telegraphs	7188
17. Railway	4931
18. Social Sciences	24735
19. Transport	6700
20. General Administration	2534
21. Zoology	8529
22. Geography	1053
23. Philosophy	2369
24. History	611
25. Anthropology	1496
26. Domestic Sciences	320
Total :	164238

Vetting Committee

The work of preparing a standard English-Hindi dictionary has been entrusted to the Hindustani Culture Society, Allahabad. The dictionary will be published by the Government of India.

Grants to Hindi Organisations

The following grants have been paid during the period 1st April to 15th July, 1959 :

Rs. 15,000 to Nagari Pracharni Sabha, Varansi, for the preparation of standard Hindi dictionary and publication of a series of Hindi classics ; Rs. 9,000 to Rashtra Bhasha Prachar Samiti, Wardha for holding 9th session and an exhibition of Hindi books etc. at New Delhi ; Rs. 41,625 to Hindi Sahitya Sammelan, Allahabad for propagation and development of Hindi ; Rs. 17,332 to Akhil Bhartiya Hindi Parishad, Agra for training of Hindi teachers at the Akhil Bhartiya Hindi Mahavidyalaya, Agra.

Re-organisation of Akhil Bhartiya Hindi Mahavidyalaya, Agra

It has been decided to re-organise the *Akhil Bhartiya Mahavidyalaya*, Agra, and to rename it as '*Kendriya Hindi Sikshaka Mahavidyalaya*', *Agra.* This will provide facilities for the training of Hindi teachers from non-Hindi speaking States and also for the research of teaching in Hindi. *Kendriya Hindi Shikshana Man al* has been set up to manage the institute.

Popularisation of Sanskrit

A grant of Rs. 8,000.00 has been sanctioned to the Rishikul Vidyapeeth Brahmcharya Ashram for a lecture wing of its Vidyalaya for the year 1958-59. An amount of Rs. 50,000 has been paid to the Sanskrit Dictionary Department of the Deccan College Post-graduate and Research Institute, Poona as first half-yearly instalment for the year 1959-60, for the preparation of Sanskrit dictionary on historical principles.

Central Sanskrit Board

The Central Sanskrit Board has been set up with Shri Patanjali Shashtri, Ex-chief Justice of India, as its chairman to advise the Government of India on matters relating to the promotion of Sanskrit.

SCHOLARSHIP FOR STUDIES ABROAD

Government of India Schemes

Partial Financial Assistance (Loan) Scheme

Applications for partial financial assis-

tance were received from 67 students. Loans amounting to Rs. 333.33 have been sanctioned. Rs. 9,751.24 has been recovered from students who were granted loans in the past.

Programme for Exchange of Scholars between India and China, 1958-59

The names of five selected candidates have been announced.

Union Territories Overseas Scholarship, 1959-60

Applications for this scholarship have been received and are under consideration.

Passage Grants for Scheduled Castes, Scheduled Tribes and Other Backward Classes Students, 1959-60

Applications for 12 sea-passage grants (4 for each group) have been invited by 20.7.59 from students who are in receipt of merit scholarships with passage costs.

Enquiries Regarding Scholarships for Studies Abroad

Enquiries about various overseas scholarships Schemes were attended to during the quarter.

FOR STUDIES IN INDIA

(i) FOR FOREIGN NATIONALS

Government of India Schemes

General Scholarships Scheme, 1959-60

Six more candidates have been selected bringing the total selections to 130. Candidates have joined their institutions of study.

French Fellowships Scheme, 1959-60

Nominations for 3 Fellowships have been invited from the French Government through the Indian Embassy in France.

Programme for Exchange of Scholars Between China and India, 1958-59

Of the three scholarships to be awarded to Chinese students, nomination for one scholarship has been received from the Chinese Government. The admission is being arranged.

Italian Government Scholarships, 1959-60

The offer of one scholarship is under consideration.

Norwegian Government Scholarship, 1959-60

The offer of one scholarship is under consideration.

Swedish Government Scholarship, 1959-60

The offer of one scholarship is under consideration.

West German Government Scholarships, 1959-60

The names of the 2 selected candidates have been recommended.

Imperial Relations Trust (London University Institute of Education) Fellowships, 1959-60

The names of the 2 selected candidates have been recommended to the Institute.

Ridgefield Foundation (U. S. A.) Scholarship, 1959-60

One candidate has been selected.

British Council London Scholarships, 1959-60

The names of the 10 selelcted candidates have been announced. Three more candidates also have been approved by the Council for award of the Scholarships.

U. N. Fellowships/Scholarships

U.N. Social Welfare Fellowships/Scholarships Programme, 1959

The names of 5 candidates recommended

have been approved by the U. N. authorities. Approval of 2 more candidates is awaited.

Reciprocal Scholarships Scheme, 1958-59

Nominations from the East German Government for one scholarship to be awarded to a German national have been received. Nominations for one scholarship each for an Italian, Yugoslavian and U. S. S. R. national are awaited.

Sarojini Naidu Memorial Fellowship, 1959-60

The last date for receipt of applications by the Delhi University has been extended from 1.6. 59 to 1.8.1959

Scholarships to South, South-East Asian and other Countries (Colombo Plan), 1959-60

The Nepal Government have asked for 12 seats for their nationals for study in Indian institutions and necessary action is being taken. One Indonesian student has joined his institution of study.

Fellowships/Scholarship Offered by Unesco

(i) Arrangements have been made for a six-week study programme in 'Rural Education' for 16 Cambedian nationals. They are scheduled to join their study programme in the first week of September, 1959.

(ii) Arrangements for a six-week study programme in 'Adult Education' are being made for 2 Thai nationals.

(ii) FOR INDIAN NATIONALS

Merit Scholarships for Study in Public Schools 1959-60

Applications have been invited. The last date for receipt of applications by the State Governments was 1.7.1959

Merit Scholarships for Post-Matriculation Studies

27 more candidates for 1958-59 have been selected, bringing the total selections to 198. The selected candidates are prosecuting their studies. Applications for 200 scholarships for 1959-60 are being received from the State Governments.

Research Scholarships in Humanities

Of the 48 candidates selected for 1958-59, the scholarships of 6 have been cancelled; 31 have commenced their research work so far. Applications for 100 scholarships for 1959-60 have been invited by 1.8.1959 from the heads of the Universities/Institutions last attended by the candidates.

Scholarships for Higher Studies in Hindi to Students from non-Hindi Speaking States

25 more candidates for 1958-59 have been selected. All the 110 candidates are prosecuting their studies. Applications for 110 scholarships for 1959-60 are being received from the State Governments.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme

It has been decided that the scheme be decentralised and the work relating to awards of scholarships for post-Matriculation Studies be transferred to the State Governments/Union Administrations with effect from the year 1959-60. The Central Government will place the relevant funds at the disposal of the State Governments and will lay down the principles for the award of the scholarships.

Miscellaneous

During his recent visit to India, Mr. Hans Schaarwachter, representative of an important West German newspaper, Handelsblatt, donated Rs. 100.00 to be used in the cause of education in India.

UNESCO

Technical Assistance

Under the 1959-60 Programme of

Participation in the Activities of Member States, Unesco has agreed to give the following assistance to India.

$ 20,000 to Experimental Television Project, All-India Radio, for equipment; $ 5,000 for production of Filmstrips for Ministry of I & B ; one Fellowship for the Production of Educational Films for the Ministry of I & B ; one expert in Arts for 12 month ; $ 1,00) to the National Institute of Basic Education for equipment ; one expert for 12 months (Extension of Mr. A. J. Halls) to the National Fundamental Education Centre. Two fellowships granted by Unesco for the Asian Theatre Institute against their 1957-58 programme have been awarded to Miss S. K. Gandhi and Mr. D. Mohapatra.

The U. N. Technical Assistance Board have been requested through the appropriate channel to provide under the U.N. Expanded Technical Assistance Programme of Unesco for 1960, consisting of 34 experts, 22 fellowships and equipment worth $ 567,600. The total cost of the aid under Category I Programme is 581,400 and under Category II about $ 473,700.

22nd International Conference on Public Education, Geneva, 6th to 15th July, 1959

The 22nd International Conference on Public Education was convened jointly by the Unesco and the International Bureau of Education at Paris from 6th to 15th July, 1959. The Conference discussed the items relating to (a) preparation, selection and use of text-books for primary schools and (b) measures for promoting the training of technical and scientific staff. India was represented at the Conference by Shri G. N. Bose, Education Officer, High Commission for India, London. The Government of India also submitted a report entitled "A Review of Education in India 1958-59."

Unesco International Advisory Committee on the Major Project on Mutual Appreciation of Eastern and Western Cultural Values.

In Consultation with Government of India, the Director General, Unesco has appointed Dr. V. K. R. V. Rao, Vice-Chancellor, University of Delhi, as a member from India on the Advisory Committee on the Major Project on Mutual Appreciation of Eastern and Western Cultural Values. He attended the third meeting of the committee which considered the execution of certain aspects of the Programme for 1959-60 concerning the Major Project and also made recommendations for 1961-62 Programme.

Regional Conference of Representatives of National Commissions for Unesco in Asia

The Philippines National Commission for Unesco is organising, with assistance from Unesco, a Regional Conference of representatives of National Commissions for Unesco in Asia sometime in October-November 1959 at Manila.

Translation of Unesco Publications into Hindi

The Hindi translation of Unesco Publication "Enough Good Food" has been approved by the Indian National Commission and the Unesco has been requested to release the funds allocated for translation and publication etc. of the book.

Under Unesco's Approved Programme and Budget for 1959-60, the Indian National Commission for Unesco has sought financial assistance for the translation of "Education in Racial and Inter-group Relations."

4th World School Children's Exhibition, Tokyo (1958)

At the instance of the Unesco Art Education League, Japan some selected works of art from Indian School Children were sent to the 'League.' Five of them have won certificates of merit and medals from the 'League.'

Unesco Questionnaire

Unesco had sent a questionnaire for collecting information on action taken to enforce free and compulsory primary education.

Information on statistics relating to

literary productions has been supplied to Unesco.

EDUCATIONAL INFORMATION AND PUBLICATIONS

During the quarter under review, 2267 enquiries on various subjects of education in India and abroad were dealt with. 714 visitors sought information from the Information Library. Information on 22 items was revised/collected/compiled during the period under report.

A revised pamphlet, "General Information for Indian Students Going Abroad" has been printed.

Publications

The following publications have been brought out during the period under report :-

1. Reading for Pleasure
2. Metric Weights and Measures
3. A Review of Education in India
4. Report of Advisory Committee for Libraries
5. Report of the National Committee on Women's Education
6. Metric Weights & Measures (Hindi)
7. General Information for Indian Students Going Abroad
8. Youth—June, 1959
9. Education Quarterly—June, 1959

1649 Copies of publications were sold at the casual Sales Depot. of the Ministry during the period under report.

EDUCATIONAL STATISTICS

Publications

"Report on Delinquent Children and Juvenile Offenders 1955" and "Directory of Indian students in U.S.A. and Canada 1959" have been sent for printing. "Education in Universities in India 1954-56" and "Education in States, 1956-57—A Statistical Survey" have been printed and their distribution is going on.

Scrutiny and Reconcilation of Statistics

14 Forms 'A', 8 Forms 'B' and 47 Forms 'C' were scrutinised and discrepancies pointed out where necessary.

Statistical Enquiries

33 Statistical Enquiries including Parliament Questions were attended to during the period under review.

NATIONAL ARCHIVES OF INDIA

Acquisition

27 authenticated copies of bills of States assented to by the President and 3,697 files were received. 83 books and 544 periodicals were accessioned, 28 manuscripts and documents offered to this Department for acquisition were examined.

Research and Reference

Information from records and other sources was supplied to Government agencies, private institutions and individuals as usual. Requisitions for 10,794 records, 13,156 books, 80 microfilm-rolls and 6 maps were attended to, 12,977 files and vouchers, 10,884 books and 43 maps were received back and restored to their proper places duly checked up.

117 research scholars conducted research work in the research room. 5,285 pages of excerpts were released after scrutiny.

The of material for preparing a Hand-Book to the Records of the Government of India in the custody of this Department, was collected and Checking, arranging and listing of the records of the Military Department and the Department of Education, Health and Lands and was one checking and physical verification of the records of (Post-1859) of the late Foreign and Political Department, who continued. Research was carried on among the records and other sources of information available in this Department on behalf of Government agencies, private institutions and individual scholars.

The writing of the second chapter on "The Growth of the Secretariat." to be included in the introductory part and the third chapter under the heading "The National Archives of India" of the proposed Hand-Book was completed.

Technical Service and Advisory Vork

Photo duplication service was rendered among others, to the Italian Embassy, the

International Academy of Indian Culture, New Delhi, Shri S. Raj Mahajan, Dr. Asraf, Prof. K.N. Sinha, the Punjab State Committee of the History of Freedom Movement in India and His Highness the Maharaja Saheb of Panna.

Information on protection and preservation of records and building and equipments required for small archival institutions was supplied to Government and non-Government officers and individuals.

A lecture on "Preservation of Records" was arranged for the benefit of the trainees of the Secretariat Training School.

Research Laboratory

A few copies of character rolls defaced during the heavy rains of July, 1958 were diciphered for the Ministry of Rehabilitation, Government of India. Manuscript-volumes of "*Aranyakand*" and "*Balkand*" of Tulsikrit Ramayana were examined for Dr. Bhardwaj of Shakti Nagar, Delhi, to ascertain the composition of the paper of the Manuscripts and the ink used in them. Two samples of acetone and few samples of tissue papers were tested for their suitability for lamination and repair of records. Two sample pieces of chiffon were received from Director of Archives, Jammu and Kashmir Government, for testing their suitability for repair of records.

Photo-Duplication

During the quarter under review, the microfilming of the Home Ecclesiastical letters to Court were completed and the microfilming of the Home Judicial Progress and the rare manuscript from Raza Library, Rampur was continued and 60,000 exposures were made. Besides, the photo-duplication service was rendered to members of outside agencies and individuals. Besides, 650 enlarged copies, 1800 photostat copies and 1,000 positive prints were prepared.

Publications

Further progress was made in printing volumes VI, IX and XIII and editing the texts of volumes III and IV of the Fort William India House correspondence. Volume XV of the series was made ready for the press. The preparation of an index to the Foreign and Political Department (1781-83) records were continued. 180 typed pages of excerpts for the volume "Selection from Educational Records" were sent to its Honorary Editor. Some more material was collected.

477 pages of typed excerpts were forwarded to the Hony. Editor, Shri J. P. Naik. These relate to (a) the procedure adopted to enable Indians to be appointed to high administrative posts, 1868-70 ; (b) the creation of the Allahabad University College, 1869-73; (c) the improvements effected in the service prospects of officials of the Provincial Education Directorates, 1864-69 ; (d) Glimpses of Muslim Education, 1861-72; (e) Coorg-improvement of education and imposition of an educational cess, 1863-77; (f) A note on the state of education in India, 1861-62 and (g) Memoranda on the establishment of additional schools of Industrial Art and Design, 1874.

The collection of documents for the period 1860-81 is now coming to a close, and a cursory survey of the next important period 1901-1910 was conducted. About 21,500 pages of printed foolscap are contained in the proceedings volumes of the period. Some of the important subjects noticed were listed for the information of the Advisory Committee.

National Committee of Archivists

The eleventh meeting of the National Committee of Archivists was held at the Central Record Office, Allahabad on 14th April, 1959.

National Archives of India Fellowship Scheme

To facilitate the work of research scholars conducting research under the National Archives of India Fellowship Scheme, the Department is preparing a comprehensive bibliography relating to subjects of research under the scheme.

A large number of applications were received for the N.A.I. Research-Fellowship. The interviews took place on the 25th June, 1959. The course will be started shortly.

BEHAVIOUR PROBLEMS OF CHILDREN AND THE CHILD GUIDANCE CLINIC

J.P. GUPTA, *B.A.,LL.B., Dip. S.S.A.*, Officer Incharge (Probation), Delhi

WHILE THERE ARE DIFFERENCES OF OPINION as to the process by which human character and personality are formed there is nevertheless substantial agreement that hum n behaviour is the product of a continuous and dynamic interplay between the human organism and its environment. The personality of an individual is formed in early years as a product of child's total physical and mental endowment, the quality of care he receives from his parents and the effects of the enviornment around him. Whether he will exhibit social type of behaviour or will become an anti-social person will depend on the interaction of a variety of factors viz. heredity i.e. innate bodily and intellectual equipment of the individual, nutrition, influence of illness, emotional attitude of parents towards growth and development of independence, relationship between parents, the ideals and standards of the home, the pressure of cultural traditions and beliefs, attitudes and actions of his own companionship group, training and atmosphere in the school and the like.

Conditions Contributing to Problem Behaviour

A child with a poor physique or one with borderline intelligence has much more difficulty in meeting the ordinary social demands, and hence is much more likely to exhibit problem behaviour than the youngster who is better endowed with physique and intelligence. Deficiency of vitamins in food may produce behaviour and personality symptoms such as irritability or apathy. Direct effects upon behaviour of such illness as epilepsy and cholera are too well-known to all.

The child who is allowed to continue infantile behaviour pattern even in young age is a familiar picture in every child guidance clinic. More behaviour problems occur in homes with marital friction than in harmonious homes. Sibling rivalry, jealous behaviour and attention seeking devices are due to parental attitude of over-domination, over solicitude, rejection etc. Unwise or unwholesome discipline correlates very significantly with delinquent behaviour.

A child living in the midst of certain disintegrating social influences in a crumbling social control is likely to have anti-social behaviour and problems of personality adjustment and inner tensions. A Child tends to be honest or deceitful, delinquent or non-delinquent as the group of his companions. Further the positive or negative conduct is a result of the training in personality and character provided by the school.

Some of the main disorders of behaviour or personality and the unsatisfactory habits are mentioned below :—

Behaviour Disorders :

Stealing, lying, truancy, sex-offence, violence, destructiveness, disobedience, teasing, bullying, temper tantrums, showing off, associating with undesirable companions, keeping out till late hours at night or till odd hours, continued absence from school, cruelty etc.

Personality Disorders :

Shyness, sensitiveness, moodiness, depression, fear, nervousness, day-dreaming, seclusiveness, apathy, excessive imagination, obstinacy, quarrelsomeness, selfishness, laziness, lack of ambition or interest, unpopularity or inability to get along with other children etc.

Unsatisfactory Habits :

Bed wetting, thumb sucking, nail biting, masturbation, stuttering, food difficulties etc.

Disorders of Scholastic Achievements

Sudden backwardness or failure to prepare lessons in time when due to emotional disturbances in the child's life are classed as disorders of scholastic achievements.

Just as underweight, poor vision, skin erruption etc. are signals of something wrong in physical health requiring medical attention, certain unsatisfactory habits and disorders of behaviour, personality and scholastic achievements are symptoms of something wrong with the emotional health of the child. No doubt in a good many cases a child may outgrow such difficulties as he may weather successive cold and survive even bad tonsils, but this does not mean that the symptoms of emotional ill-health should be easily bye-passed.

The children affected with emotional difficulties of any description who are of average intelligence and are not mentally defectives require psychological treatment at the child guidance clinic. Usually such children are referred to it by their parents troubled by their inability to understand their child ; teacher perplexed by the child's behaviour or by his backwardness ; juvenile courts trying to understand the causes of child's misconduct ; by institutions caring for children ; and by social workers or those interested in general welfare of children.

Aims and Objects of the Clinic

The Child Guidance Clinic tries to understand and treat all such problems in children as are referred to it. Besides its efforts to remove the particular act of misbehaviour, it provides treatment of the child as a whole in order to make him better adapted to the environment so as to produce harmonius relation between himself and others. It further tries to bring about modification in injurious attitude of parents and to give them an insight into the relationship between the attitude of parents and the behaviour of children. If one or both parents are suffering from personality disorders or psychoneuroses they are treated which ultimately brings improvements in the child's adjustment.

Study of the Child's Problem by Specialists

There are no two opinions about the fact that every problem in a child is interconnected with his environment and can be dealt with adequately only by taking into account all the relevant elements—personal, social and psychological. An adequate picture of the child and his family background can hardly be obtained by a single person. Therefore, the child is studied by several specialists from various angles viz. social, psychological, physical and psychiatric to explain the particular deviation from the normal.

Physical :

As soon as the case is registered the individual is first examined by the physician to find out any physical ailment or defect that may be hampering in the normal development or proper behaviour of the child. It has been found in a good many cases tha some physical ailment of which the parents or guardians are not fully aware is the cause of abnormal behaviour. Therefore, a thorough physical examination to find out the organic physical illness, if any, and to treat it in an appropriate manner by the physician is the first requisite.

Social :

On medical examination, if it is found that the child is not suffering from any physical ailment or defect the case is handled by the psychiatric social worker, who is usually a mature girl or a lady. Before presenting the parents and/or the child to the Director of the clinic they are visited by her and a report of interview is put up. With the social worker's report giving a clear picture of the problem as a whole, the Director is able to pick up and seek further information on the particular points most relevant for his purpose and thus save a good deal of time.

In order to lay a good foundation of

relationship it is always advisable for the case worker to fix up the appointment and then only to visit the parents. The first contact is most important in relation to the subsequent treatment that the social case worker may have to take up with the parents. If the worker calls without appointment, she may put the mother in an embarassing situation if she has a room undusted or her hair untied and uncombed or is just ready to go out on an appointment. In such an unreceptive mood of the parents no useful and true information can be expected.

Interviewing is an art. A wise restraint in putting frequent questions during interview will bring full information. Let the mother or the father tell the story in her own way. The case worker may convey her relatedness through her activity which may be questions, comments or simply active listening indicated by her facial and muscular expressions.

Taking notes while interviewing is not proper as it is likely to destroy the friendly and informal atmosphere. By arousing parent's suspicion it may interrupt the flow of conversation. During interview the case worker should be alive to the atmosphere prevailing in the house and the words or remarks uttered by other members of the family, as they throw light on the background of child's behaviour. The neglected garden expresses the atmosphere of depression and apathy within. When the worker knocks at the door and somebody peeps through the curtain and then cautiously unfastens the bolt and opens the door it shows more serious mental order. The arrangements in the house, the relationship in which a family stands with its immediate neighbours are often useful indication of the general social attitude of its members. An observation of the people living around in the neighbourhood also gives some idea of the company the family keeps and their standard of social contacts. The worker is not to reveal his identity to a neighbour. He should be aware of the indiscreet offer of a neighbour to give information as he may be adversely interested in the affair.

Formal records such as of school, police, court, institutions, clinics etc. are also looked into before the child comes up for examination. It is through appropriate checks of several sources that valuable information is derived. A report is completed on the basis of all such information in a concise and graphic manner giving an objective view of the child and his problem as seen by his parents and teachers, a description of the family as a whole with some details of the personalities, occupations and equipment of the members of the family and a picture of the home in its material aspects.

Psychological :

In order to arrive at an understanding of the individual's problem, his traits of honesty, submissiveness, self-confidence, exproversion, neuroticism and the like, his adjustment of the manners and degree of comfort with which he is meeting the demands of the family, school or social group are to be measured. At the same time an appraisal is to be made of the child's general intelligence level, educational achievements, ability to work with concrete material, his special abilities and disabilities. In the face to face situation the specialist gets many of his cues about the problem and defences of patient. It is the work of the psychologist to obtain an accurate assessment of his client's intelligence, and to discover from his behaviour, his mental make up while he is being tested.

The psychological interview, which is the basic diagnostic technique, being the first introduction of the child to the Child Guidance Clinic, it is of utmost importance to ally his anxiety. The child should be alone and not be with his guardian or parents when being interviewed by the psychologist. An atmosphere in which child feels quite at home is necessary not only before administering the test but also throughout the period of test. The approach has to be individual.

During the period of testing the psychologist has to be a keen observer of the fluctuations of child's behaviour in order to judge the child's general confidence, degree of alertness or sluggishness of his responses, the quality of his movements, the degree of tenseness of freedom and any symptoms such as nail biting, fidgeting etc. The child has thus to be judged not only by his actual

replies in the intelligence tests but also by his observable bodily behaviour. Praise and approval regardless of child's success or failure keep the child encouraged.

The psychologist's report thus besides, giving the result of tests, gives a description of the child's attitude to test situation, whether he enjoys being tested or resents it, his responses quick or slow, his attitude towards failure, his social poise and physical movements, characteristics of speech whether fluid or halting, the specific subject about which he stammers.

Psychiatrist :

The psychiatrist is responsible for the specialised psychiatric and neurological examination of children as part of complete diagnostic studies. He studies the child through observation and conversation seeking to penetrate the inner world of the child's mind. The purpose of psychiatric interview is to obtain a picture of the child's emotional development and adjustment. When a child has been misguided as to the object of the visit there comes the difficulty for the psychiatrist to examine him. If the child instead of being told the truth is told that he is being taken to be locked up there for his mischief or for tonsil operation or the like it presents a difficult situation for the clinic.

The form of interview depends on the age of the child, his capacities and the nature of the complaint. Frequently the child in not able to verbalise his problem in the first person, but is able to reveal much of his inner world if allowed to play with toys. The avenue of play provides unusual opportunity for the relief of tension, the development of insight and the healthy growth of the child. In the play room he is treated with dignity and respect. He can say anything and he is accepted completely. He can hate, he can love, he can be as fast as whirlwind or even dead slow. This is a unique experience for the child to find adult suggestions, mandates, rebukes, restraints, criticism, disapprovals, support, intrusion giving place to complete acceptance and permissiveness.

Once a child settles to play, his methods and freedom, his use of material and dexterity in handling it, his care and anxiety for his clothes and hand, or his complete incapacity to use the material, lack of concentration and flitting from one toy to another may be useful to indicate the nature of his difficulty. In play the feelings of the child are brought to the surface.

A child not accustomed to play or of a senior age may be given finger painting, drawing, modelling with clay etc. The drawing or model made often gives a clear explanation of the problem.

Active cooperation in talk with the child is another method of getting the required information which has been found useful.

An interview with parents brings out heredity points, and instability in the family is known. Through it the developmental history of the child is also known. Special points to be noted therein are delayed development in walking, talking. acquiring clean habits or schooling which may point to an overall slow development of the child. An unwanted pregnancy or a child born of a sex other than the desired one may explain physical or psychological mal-development. Early illness and accident may be of importance in the cause of symptoms shown.

The present habits and attitudes of the child, his eating and sleeping habits and conditions, nail biting, enuresis, fits etc., may be discussed with the parents. The child's social reactions are very important. How does the child get on with people at home, his parents, brothers and sisters, his preference for one parent or the other are all important and should be explored by the psychiatrist. Further knowledge can be obtained by knowing the sort of companions the child keeps, whether older or younger or whether he appears as leader among his friends or as their tool.

Thus a fairly complete picture from all angles is obtained by the psychiatrist. This is supplemented by the information obtained by other members of the team viz. psychiatric social case worker and the psychologist.

Case Conference :

After the initial interview by the different specialists a conference of all the members of

the team under the leadership of the Director, which post is usually held by the psychiatrist, is held. The written reports of each specialist on the case are made available to all members earlier to enable them to come prepared for the Conference. The treatment is planned on the basis of the study of the child so made.

Treatment

Just as diagnosis is made jointly, so the treatment programme is also worked out jointly. The cooperation of teachers and parents is also solicited. Wherever necessary and available, help from social agencies is taken. The main work is done by the psychiatrist as therapist. Therapy is of two types, individual therapy and group therapy. Play technique has been found to be of immense value in all forms of therapy. The essentials of therapy are :-

1. The therapist should have a real love for children, and a knowledge of the causes of maladjustment. He should have a real understanding of the social conditions of the different groups and their effect on personality development.

2. The therapist must understand himself as unless his own anxieties have been allayed and understood, he may show apprehension and anxiety when the patient fearfully communicates his own thoughts and thus he will tend to strengthen rather than weaken the patient's repressive tendencies.

3. The therapist must be a master of the technique and strategy as the tools of therapy. Value of suggestion, reassurance, free association, transference, re-education, interpretation, synthesis etc. must be known to him not only in theory but also in the most effective application.

4. There should be an atmosphere of freedom wherein the child could express the inner phantasies of feelings in outward play. Nothing in the treatment should be forbidden if accessible.

5. A full equipment of toys and other necessary articles such as sand and water, plasticine and wax, drawing and painting material, building bricks, toys representing real occupations—men and animals, farm and jungles, motor cars, trains, dolls, household equipment are made available in the play room from which the child could choose one suited to his taste and requirements. The jigsaw puzzles or mecano set, prepared doll houses or various shaped bricks should be avoided as they do not give full opportunity to the imagination of the child.

Another interpretive method is of story telling where the story is shared by the therapist with the child ; and the problem with which he is struggling is introduced and discussed.

In the individual therapy the child by externalising his difficulties is able to understand them, face them and afterwards with some help from the therapist to solve them. A child who is playing with toys of the age group of children much younger to him is only showing that he is not grown up as he ought to be. The therapist in allowing him to play with such toys is helping him to grow through the baby stage, so that he may no longer wish to return to it.

Group Therapy :

When there are more children to be treated or where a group experience is required for the child a group session of therapy is arranged after an initial sitting with the child individually to eatablish close relationship. Group play may be an organised one by the therapist or unorganised one where children freely join in their play with one another or remain solitary as they wish. The group is an elastic group. The atmosphere is such that the child is allowed to externalise and set into perspective his previous experience and thus to digest it. The child in the group uses other children to play out his difficulties by making them objects such as father, mother, brother, sister etc. in his phantasy play. Sometimes there is clash which has theruptic value for a child who is neurotic and is used to sitting into himself at any difficulty. In such a situation the neurotic child finds that there are others of his nature possibly having similar difficulties and the way they solve them increases his confidence. The therapist is there to check a disasterous clash.

Just as in individual therapy children work out their emotional difficulties on the therapist, in group treatment children can

transfer their difficulties on the group as also on the therapist.

The atmosphere is essentially one of freedom. Each child receives the due attention of the therapist. The therapist has to protect one child's freedom from the infringement of another.

Adjusting the Environment :

Sometimes a change of environments is necessary. In adults this change is made by the patient himself, but in the case of children the adults around him have to arrange this as the child can take no serious steps without the authority of the adults around him. The active cooperation of the parents, teachers, physician and the interested agencies is ensured. The social worker visits the home to see that the treatment is carried out and the modification of the suggested attitude of parents is kept up. A measure of understanding between the parents and the clinic is essential. Even after cure the social worker continues his visits to check up that the progress is maintained. In case of relapse the matter is referred back to the clinic.

Remedial Teaching :

Some of the cases referred to the clinic are for failure in school work which later on becomes associated with playing truant, stealing etc. as a compensation for it.

Remedial teaching in the subject in which the child finds difficulty is one of the methods of dealing with him. The backwardness in lessons may be due to one or several causes which may be a physical inability e.g. inability to concentrate, sleepiness or irritability or excessive fidgeting or defective vision. Secondly it may be due to lack of mental capacity. Thirdly the difficulty may be an emotional one. Other factors may be found in the environments at the school or the home. There may be lack of interest or enthusiasm on the part of the teachers, or class room conditions may be unfavourable to learning, or the home atmosphere may not be conducive to learning such as constant strife, expectation of too high standards or apathy towards learning. Difficulties of every child have to be taken up individually. Consultation service is also provided to the parents, guardians and agency workers with respect to the child's problems.

● Every child has a right to success—he also has a right to failure. It is the teacher's job to try to help him strive for the right right.—Robin L. Hunt in *Ozarkian Philosophy*

CORPORAL PUNISHMENT

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PUNISHMENT CORPORAL OR OTHERWISE is a negative approach to discipline and punishment as far as the school child is concerned is essentially related to discipline. In the efforts to maintain discipline and authority the teacher not only obeys the age old principle of retaliation but satisfies an inner need to safeguard his own mental equilibrium.

The question of punishment is one which has to be approached from two angles. Undoubtedly the necessity to punish a child arises when he misbehaves or flouts authority, but the other angle is the teacher. The reason for the child's unsocial behaviour may be with the teacher.

The Average Child

The average child is inherently good—he wants to learn and he wants to do what the others do. The average school boy is not prepared for a world in which there are no restrictions because such a world is too insecure for him. He is prepared to recognize and accept authority provided it is imposed in the right way. Children are not born disciplined and control has to be exercised and imposed from without but imposed in the right direction and through the right channels.

It may be argued that when one talks of discipline and punishment one is not thinking of the average child, but rather the child who does not follow the normal pattern and gives trouble to his teachers. Except in a few cases where children have inherited strong criminal traits, it is the average and normal children who become problem children and present discipline problems for some reasons usually beyond their control. They become restless, discontented, distracting and in extreme cases resort to lying, stealing and cruelty to others. This is the time to get to the root of such indisciplined behaviour before thinking of corporal or any kind of severe punishment.

Causes

The causes may be many—they may be in the home environment of the child, in some maladjustment, in some form of jealousy at home or some unhealthy paternal relationships. Or it may have nothing to do with the child at all—the cause, as I have said before, may be with the teacher. It may be that a subconscious hostility has developed between the teacher and the pupil. It may be that the teacher is partial it may be the teacher is weak or he has irritating mannerisms—it may be he lacks imagination and sympathy—it may be he is changeable—it may be he is unable to hold the interest of a class it may be he is never prepared with his lesson—it may be that he has never been a child in the metaphorical sense and is not able to understand children—he expects adult behaviour from his pupils—or it may be that he is inherently sadistic.

The positive approach to discipline and punishment must be a constructive and a preventative one and the teacher must have the imagination and capacity to examine himself and the child before he decides on the ways and means of his punishment.

Our main problem here is the maintenance of discipline through corporal punishment.

Two Types of Teachers

There are two types of teachers who resort to corporal punishment. The first is the teacher who resorts to this punishment because it is the quickest and easiest method of reprisal. He either slaps the child or boxes his ears or canes him if he is permitted. Or he throws off all responsibility by sending him to the head to be caned, when this privilege rests solely with that authority.

This teacher employs this method because he cannot be bothered to find out the causes of the child's misbehaviour and it is the easiest way of punishing a child. Corporal punishment is often employed by teachers who are quick-tempered and cannot bear to have their authority flouted.

The second type of teacher is the one who has a deep-rooted belief that physical chastisement alone will improve or correct the child and nothing else. His principle is that "a burnt child dreads the fire". He firmly believes that the rod is the best deterrent. This principle is essentially based on fear and it must be admitted that this is not exactly a healthy principle. The child refrains from doing wrong not because he realizes the difference between right and wrong – not because he realizes what he would feel like if some one did him a wrong, but because he is afraid of the consequences of wrong doing.

For the first type of teacher we have no sympathy. He merely takes the line of least resistance. If he is quick-tempered he can do considerable amount of physical harm to the child for he never stops to think to which part of the child's anatomy he is administering his punishment. I can draw from my own experience. As a little child in school we had a teacher whose chief method of punishment was to take the pupil's head and bang it against the black board. For the second type who firmly believes that it is fear alone which will be a deterrent there is something to be said. If we examine our own adult actions we will find that many of them are based on fear. We fear to do wrong because of the repurcussions or because of social censure. Many of us even go to our temples and churches and say our prayers because of the fear of hell !

More Harm than Good

What is the effect of corporal punishment on the majority of children. To a few it may be a deterrent but to a vast majority it does more harm than good. To the sensitive child it can prove disastrous and can have a harmful effect which may last throughout the child's life. Corporal punishment generates brutality and cruelty—it also teaches a dangerous lesson—that it is right to inflict physical pain to maintain authority. The child who is subjected to this kind of punishment can be eventually convinced that this method *does* maintain authority and later in life if he happens to be in a position of power he can utilize the very methods that were exercised on him. Compulsion engenders fear and antagonism.

Corporal punishment destroys the confidence which should exist between teachers and pupils and it may even destroy affection and love. In the days of our grandfathers, love and obedience was insisted on as a duty and physical punishment was resorted to by parents and teachers when this was not forthcoming. Today the pendulum seems to swing to the other extreme. Parents give their children the utmost freedom and many of us have heard about schools with free discipline, and all because the child's individuality must develop unhampered. It would not be wrong to presume that this may be one of the causes of the indiscipline so rampant today among young people. Free discipline can only succeed with extraordinary teachers. As most teachers are ordinary, one can hardly advocate this not even in the name of the child's individuality.

Modern educationists and educational theories have rightly sounded the death knell of corporal punishment. Nevertheless there are educationally advanced countries today where the educational authorities have particularized the regulations specifying the length of the cane to be used for junior and senior boys. Yet others have relegated the administering of this punishment to the discretion of the teacher within reasonable limits. A judge recently declared that "a parent or schoolmaster......may, for the purpose of correcting what is evil in the child, inflict moderate and reasonable corporal punishment—always with this condition that it is moderate and reasonable". This leaves scope for the interpretation of what is reasonable and what is moderate. What, to a teacher giving this punishment, may appear moderate may amount to assault from the parent's point of view. There may be also a great difference of opinion among teachers as to whether the hand or a pupil's seat, or any other part of his body is the best for correction of a

pupil's mistakes or his lapses in discipline.

The majority of our teachers are ordinary, the majority of them are over-worked and have no time to ponder over the pros and cons of a child's misbehaviour or to examine his environment or have a heart-to-heart talk with him about himself. Few teachers have the capacity to probe into themselves to look for cause of their pupils' indiscipline. With all this we still recommend that corporal punishment should be left well alone for it can defeat the very purpose it is intended to achieve. A prison chaplain once said that juvenile criminals who have been whipped are those who frequently return to prison. It would be well to remember the words of John Locke, "Great severity of punishment does very little good—nay a great deal of harm in education and I believe it will be found, that......those children who have been most chastised seldom make the best men".

Father and Child

- The child is father of the man. —*Wordsworth*
- When the $64,000 kid received a "bad report" note for his parents, he gave the following explanation to his father why he missed every question that day: "None of the questions was in my category."

  —From *Florida School Bulletin*
- It is a wise child that knows its own father. —*Proverb*

BASIC EDUCATION AS THE NATIONAL SYSTEM

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Basic education is the accepted national pattern of education at the Elementary stage. But this acceptance requires acceptance of this system in all its implications. Some of these implications are discussed below.

The Basic system aims at removing some of the glaring defects of traditional education so as to produce desirable qualities of character such as, self-reliance, spirit of cooperation, dignity of labour, service to the community, sense of responsibility and the like. Although Basic education is not intended to be a training in crafts only, still manual dexterity and skill in some crafts should also be among the significant attainments of students brought up through this system. So, the natural corollary to acceptance of Basic education as the national system should be the substitution of these values for mere book learning acquired through the traditional system. In practical terms it means that for purposes such as recruitment to services and entrance into institutions of higher education, these qualities should be given at least as much weightage as academic attainments. if not greater weightage.

Undue Emphasis

In the past and even at present, the practice has been to make such selections on the basis of possession of academic information acquired through memory work or otherwise under the traditional system. The written examinations which are the yard sticks of measuring merit hardly test anything else. For purposes of employment under the Government, candidates are also subjected to personal scrutiny through interviews. In these interviews also, the emphasis is on testing academic knowledge, mental alertness, ready wit, general knowledge and the like rather than on matters like cooperativeness or dignity of labour or service to the community or possession of manual skill. Further, in the written examinations and more markedly in the interviews, proficiency in English—specially, spoken English—plays a major, one may say the determining, role.

Continuance of this practice is fraught with the dangerous possibility of creating throughout the country an attitude of dislike and hostility towards the national system. That this possibility is not imaginary will be understood from what follows.

There is perhaps no difference of opinion about the reality that most people look upon education as a preparation for high positions in life. So educational institutions naturally endeavour to provide such education as will enable their products to climb the ladder to such positions. With this aim, institutions such as public schools, convent schools and the like concentrate their efforts on imparting academic information—not caring much for the development of the personality traits that the State has been endeavouring to promote through the national system. Also, with this very objective, they put the utmost emphasis on the teaching of English, most of them making it the medium of instruction.

Traditional *Versus* National

These institutions are not under governmental control. They have the freedom of going the way they choose. And so, they have no difficulty about continuing in their traditional manner caring mainly for academic standards with special emphasis on English, instead of joining hands with the Government's endeavour for the attainment of new social objectives through the national system.

As matters are at present, products of such institutions are sure to be at an

advantage over those from other categories of institutions in the matter of rising to high positions. So, naturally, these institutions are in the greatest demand in the country. But they are very expensive ; only the richest few can afford to pay for that education. The rest of the people are not able to bear the heavy cost. But they want that education no less than those privileged few who are able to send children there because every one is anxious to see his child prosper in life.

Until and unless changes are made in the procedure of selecting candidates for services and for admission into institutions for higher education, these non-government institutions following the traditional system will continue to be at an advantage over schools following the national system. That would, in turn, make people care more for these schools than for the Basic schools or for the social values Basic Education endeavours to produce. And the realization that their inability to afford that expensive education mars the future prospects of their children in contrast to those of the rich is sure to bring in its train a feeling of frustration and antagonism towards the national system and the government that sponsors it.

Further, continuance of the existing practice will lead increasingly to the creation and perpetuation of a formidable fortress of vested interests at the top level of the Society. It will also result in the government services being manned by men and women in whom personality traits essential for ushering in a new social order that will guarantee equality of opportunity for all have not been developed in preference to those in whom they might reasonably be expected to have been developed. If all or most of the important positions under government are thus monopolized by men and women from the wealthy homes who had received public school or similar education, the situation is bound to create a serious challange to the State's policy of creating a new social order—socialist society. For, the policies laid down by the government are put into effect by the officials. If the positions that control the official set-up are captured by a vested interest, it will not be reasonable to expect that interest to do anything that would lead to its own disadvantage—let alone its dissolution. The result will be that even the best intentioned policies of the government will remain on paper only and the practical shape governmental effort will take will be materially different from what the policies intend to do.

Remedial Measures

These are grave potential dangers that call for serious thinking, and urgent remedial measures. Adoption of remedial measures will require that the qualities of character and skill in crafts that are aimed to be developed through the Basic system are given at least equal, if not more, weightage in selecting candidates for recruitment to services at all levels and for admission into institutions of higher education. Further, candidates must also be given the option to answer—both in written examinations and in interviews—in their own mother-tongue or regional language in place of the present practice of English being made the medium of answering for all.

Acceptance of Basic Education as the national system has all these implications. Its acceptance by the education departments alone is not enough ; nor will it do to confine the acceptance to changes in the curricula syllabuses, textbooks and methods of teaching only. The acceptance must also include acceptance of consequential changes, a few of which have been mentioned above. It is time that these changes were brought about with understanding, imagination and speed. If that is done, only then will the national system be able to make a healthy impact on the country and lead it towards its accepted goal. This will be the first essential step towards the attainment of the new social order which we aim to establish.

A PLEA FOR RELIGIOUS INSTRUCTION IN EDUCATION

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THE WORD "RELIGION" AS UNDERSTOOD by the mass of people is highly loaded with emotionality which can easily be ignited to inextinguishable flames. That is one of the main reasons why it has had to go out of the portals of schools and colleges. Another reason for its disappearance from educational institutions is our unexamined belief in science as the sole method of knowledge and final solution of all the problems from end to end. Poor religion! We blame on religion what we ought to balme on our own nature, our ignorance and our pettiness. This easy transfer of blame on to religion is one of the convenient rationalizations man is so used to indulge in.

What is Religion?

What is religion in essence after all? Without losing ourselves in the wood of definitions let us take it as a technique devised by man, even as many of his other techniques, towards self-improvement, social progress and realization of the final reality. Religion as such aims at improving the quality of life individually and socially and is calculated to charge the man with ever more energy and creative powers. That accounts for the inexhaustible energy and faith of the truly religious. It goes without saying therefore that religion is a highly creative and intimate experience and not a blind and mechanical ritualism. But how many people truly understand religion and live by that, how many develop perceptions and eager consciences to distinguish the right from the wrong! Isn't it tragically ironical that quite often the p ople who are loudest in acclaiming this or that religion are the most irreligious of people and yet it is perhaps human lot to be ruled by illusion after illusion!

If anything the essence of religion, subsists in kindliness and love, respect for personality, larger loyalties, poise, happiness, self-control, and knowledge of Reality. If such qualities are worth cultivating as no sane person would deny, then education should not shrink from the agreed and well-examined religious values. If a subject is ill-taught and in result produces boredom and mischief in the minds of pupils the remedy surely is not to cut out the subject itself but to improve the teaching of the subject. Similarly if the abuse of religion has played havoc with man there is ever more need to understand religion fully and in proper perspective. Surely, schools as nurseries of children are the right place where understanding of religion should unfold itself step by step. If education must negotiate full life, it can ill-afford to dismiss religion out of hand for, to be sure, when intellectual understandings and moral sentiments have been constructed, both human experience and life would still be found wanting in depth and range for the lack of religious experience. Religion is a supreme experience and whereas education, by and large, has come to mean as the carrier of experiences to the young things, it has yet to learn to include suitably the religious experience in its repertoire.

Religion and Science

Let it also be said that there is no inherent contradiction between science and religion. Both are human techniques, to be of mutual aid and if need be to round off one another. Those who know science fully would be humble about the finality aspect of it and by the same token those who know religion fully would enlist science to their aid in the production of happiness and peace on earth. Let us listen to the great scientist Dr. Einstein: "The most beautiful and most profound emotion we can experience is the sensation of the mystical. It is the power of all true science.........To know

that what is impenetrable to us really exists, manifesting itself as the highest wisdom and the most radiant beauty which our full faculties can comprehend only in their most primitive forms—this knowledge, this feeling, is at the centre of true religiousness." Einstein was a true scientist in that sense. When one is on the voyage to the enlargement of one's consciousness and the thrilling discovery of the unfathomable mystery of the universe, the seemingly contradictory approaches resolve into one synthetic whole. That is the highest state of human consciousness , the highest form of knowledge. Shall we still glory in compartmental knowledge and shrink from making fresh experiments in thought and living when the new education is taking on synthetic complexion ! Could we with any justification ostrcize religion from this eclactic experience of education ?

It is unfair to maintain, as some do, that religion by teaching a sort of fear of God creates a host of complexes and in a general way produces complacency, indolence and ignorance. True religion does none of these things, God or no God. Rather it teaches us to live more humbly. Prayer and meditation, for example, are not calculated to condition inferiority and consequently create debility in the personality but through the mechanism of suggestion to create unbounded confidence and new powers. Surely religion is ill-used or misapplied if it does not modify human personality qualitatively. Of course, Religion is not a magic wand that could miraculously change the human heart overnight. Besides proper understanding, it needs constant and unfailing practice of religious ideas such as love of mankind and non-violence and truth. Religion, therefore, is an effort towards self-improvement and not a mechanical performance of rituals and ceremonies. It is a pity that due to conspiracy of circumstances and human inogrance Religion has come to be associated more with the superfluous externals that are far removed from the life of the spirit.

In reality religion is a creative experience and like any other branch of learning or any of the magnificent fields of art, it calls for creative effort. And that is what education must seize on. Then and then alone would the mind attain to unity, the mind that is alas ! caught up today in dichotomies and conflicts to its utter disintegration and confusion. For those who can see it may only be repeating a truism that for man infinite capacities are waiting to be unfolded. As traditionally understood science and technological education by themselves cannot deliver such goods, nor can they by themselves make people any the more moral or happy. Morality and happiness are the proper field of religion which, as co-eval with life and education, is an apex of all human achievement. As such to deny the educands the vast opportunities of religion is to deny them the core of true education.

Teaching Religion to Children

A very significant question is : Can religion be taught ? I believe it can be taught as well as or as bad as our total resources and effort would permit. In the first instance we need have teachers who themselves understand the religion proper. In the nature of things it would appear that there is need for refresher courses for enlightening the teachers of the significance of religion. So that they have no intellectual confusion about it and they practice religious values ever more rigorously.

In education atmosphere and example count a good deal. Curriculum creates a whole new world. The inclusion of the biographies of religious leaders is bound to enrich the curriculum. And so must the comparative study of religions in a graded manner to suit the ability and grasp of students. Religious values so conveyed could be very wholesome influence on the young growing minds. They can be made to appreciate the thought that in essence all religions stand for superior life and the discovery of Reality.

It seems an error to maintain that young children have no impulse for religion. On the contrary it is more legitimate to conclude that children under ten have more spontaneous recreations to the wondrous, 'big, blooming, buzzing universe' until their curiosity is devoured by the routinized life and by the indifference on the part of parents and teachers to feed the curiosity.

In this context Plato's remarks are insightful—"experience takes away more than it adds ; young people are nearer ideas than old men."

Various psychological studies reveal that children's attitude to religion is bouyant and wholesome in as much as religion takes in rich colour and aesthetic elements. Curiosity about metaphysical problems is shown by children as early as between the ages of three and four years—"what is God ?" "Where is heaven ?" "What are birth and death ?" and so on. Of course, the religion of the young child is realistic. He thinks of God, heaven, hell and the like in terms of the pictures he has seen of them or tales heard about them. But he can be gradually led to religious concept as from the concrete to the abstract in any branch of human knowledge. Children under eight years of age, by and large tend to regard everything in their environment as animate and interpret religion accordingly. God to them is something like a super-man and their prayers are addressed to seek personal gifts and favours. Much, however, depends upon the pattern of religious culture around them. In religious cultures inclined to metaphysical probings the children have been found to discuss religious matters in slightly abstract concepts. To be sure, the transition from the concrete to the abstract and to the different degrees of clarity about a concept is a matter of time and effort.

It is necessary to keep religion on concrete level for children's comprehension. Many a study points up the usefulness of anecdots from the lives of religious leaders. Squaring well with children's natural love for stories, the anecdots wisely selected can sooner go home with all their moral and religious implications. Some schools profitably avail themselves of morning assembly for prayers and talks on religious and spiritual matters.

The principle of cooperation which is a part of the religious way of life can be enlarged to high-level non-violence and reverence for life. School situations can well include looking after some pet animals thereby generating the impulse of kindliness to animals. Among other situations, young children can be led to visit their compeers suffering from minor ailments and make them cheerful by relating stories or doing such odds and bits that would brighten them up. Such situations are bound to provide them the religious perspective of oneness of life. Moral and religious behaviour is learnt in specific situations and as such it is the function of the school to provide these. Religion, it goes without saying, is not as much information as formation and the success of the school is to be judged from the extent it enables its alumini to be disposed to nobler impulses and behaviour.

In no case should religious instruction be blind, mechanical or orthodox. In fact there is a great scope for experimental approach to religion as a curricular subject. Whereas in other subjects of study quite many techniques have been developed and in some cases nearly perfected there has not been any worthwhile adventure in technique-making in the field of religion as a curricular subject. The adventure cannot be postponed any longer without adversely damaging human existence.

● Children should be seen and not heard.—*Proverb*

CLASSROOM DISCIPLINE

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DISCIPLINE IS NEITHER AN END IN ITSELF, nor a means to an end. It is an attribute of growth, of orderly progress, and is an integral part of life. It is not a garment to wear on suitable occasions. Discipline gets woven into the very fabric of our being, influencing our conduct with and without our knowledge. The resultant attitude of mind and established modes of reactions reflect regulated and controlled feelings developed along agreeable directions. This discipline is culture at its best. Its fountain-head is self-control and it leads to the realisation of the higher self of man.

There are, of course, other forms of discipline ; but they are basically regimentation through formal training and restrictions imposed from above. This method can be very efficient in producing results ; but in its stride it denies certain fundamental human rights. If freedom of thought and expression come in the way of carrying out a master plan, then, under such a system, the end justifies the means. The development of the human personality is subordinated to what is often called the "common good". There is no denying the fact that in human society as it is today restrictions are necessary to ensure the rule of law ; but that cannot be accepted as a worthy ultimate ideal. Enlightened public opinion, the cumulative effect exercised by disciplined individuals, should be the foundation on which civilization rests in its final analysis.

Student-Teacher Relation

Classroom discipline is basically the same as social discipline. With the increasing realisation that education is not just the imparting of knowledge but the all round development of the child there has been an appreciable change, of late, in student-teacher relationship. The present trend is for teachers to control the children without their feeling the restraint and when a teacher has to resort to punishments to maintain this control, it betrays certain shortcomings in him or her. "Every task imposed, every censure administered, and every measure of restraint applied", observes Mr. S.E. Broy in his book *School Organisation*, "implies some defect in the machinery of government, or possibly some weakness in the personality of the staff—each is a confession of failure to influence a pupil by the best and most lasting means."

Perhaps the easiest way of maintaining order in a class is to be stern and strict ; and it is the boast of many teachers that they are good disciplinarians—for their presence in a classroom is enough to subdue the children. In such an atmosphere few students are likely to dare break the rules. However, this kind of a setting does not offer any scope for moulding the character of a child through the exercise of his or her free will. In such classrooms, it is fear and not freedom that reigns. The more submissive children go down without firing a shot ; and in the more independent ones, their assertiveness is suppressed for the duration to find unwholesome outlets once they are out of sight. It is the individuality of the child that is sacrificed at the altar of discipline—as if the child is meant for the glorification of discipline.

On the other hand, there are teachers who take immense pleasure in planning every lesson, who know intimately every one of their students and try to meet their individual requirements. Here it is a partnership that exists between the teacher and the taught. The teacher sees that each lesson presenting a challenge to the children is not insurmountable ; but something that would ultimately bring the pleasure of achievement to them. Children thoroughly enjoy such classroom "adven-

tures" and they generally look forward to them. When juvenile enthusiasm is thus stimulated, the children become earnest about their work; and such children naturally want order and quiet. It is therefore wrong to presume that school rules are irksome impositions from above; for they do reflect to a very large extent what the children themselves long for, provided the teacher makes the right approach. In any case a child for his or her own sake should certainly be made to observe school rules; but in the process the will power of the child should be so trained as to develop self-restraint which alone can steer him clear of the shoals of adult life.

Problem Child

However, it cannot be denied that some children need firmer handling than others. In actual practice I have seen that such cases are not very many, and more often than not, it is the gifted ones that turn out to be problems to teachers. The more reason why therefore, teachers should be extra-patient and understanding in handling them. In such cases a challenge faces the teacher to rise above routine. The accelerated child needs individual attention and the teacher should plan in advance to keep the child occupied in a worthwhile manner—and once he or she succeeds in giving the right direction, it is big victory with enormous potentialities.

Punishments

A few words about what aids discipline may not be out of place here.

The physical set-up of a school such as classroom facilities, like furniture and equipment, and facilities for extra-curricular activities, can go a long way to create the right atmosphere conducive to good discipline. When numbers in a class are normal and the rooms attractive children settle down and adjust themselves more easily. Punctuality and regular attendance are requirements which both students and teachers have to observe in order to foster discipline. Environmental congeniality makes happy not only the students, but the teachers too; and when the teachers are happy, helpful, understanding, fair and impartial, problems of discipline seldom arise.

One cannot discuss classroom discipline without some reference to punishments—still regarded by some as a necessary evil. Its two-fold functions are reformation and prevention. Perhaps there is still some need for a certain amount of punishment, to impress on the erring the need to observe the rules; all the same the need to resort to punishments indirectly reflects the incompetence of the teacher concerned as well as the general tone of the school.

Resort to punishments should be strictly limited, and they need never be severe. A teacher can achieve much better results by winning the child's confidence and bestowing his affections on him. Moreover, when the means employed is love, springing from sympathetic understanding, the victory is more lasting. Here the result is achieved by making the erring one see sense, and thus convert him of his own free will. This is the road leading to self-discipline and the building of character.

● The best horse needs breaking, and the aptest child needs teaching.

—*Proverb*

EDUCATIONAL REFORM AT THE ELEMENTARY STAGE*

ANY REPORT ON THE PROGRESS AND REFORM of education in India during the past decade must start with the fact that till we attained independence in 1947, the Primary stage had been generally neglected and the existing educational facilities were grossly inadequate for our needs. The quality of instruction was also generally poor and lacked well-defined objectives.

Not that the question of educational reform had not been agitating the minds of the people and the nationalist leaders for a long time. It was generally recognised that educational reform was basic to reforms in other spheres of national life and had to include both an expansion of facilities as well as a reorientation of the system, which was altogether bookish and unrelated to life.

In this as in other spheres of national reform, a new trail was blazed by Gandhiji who propounded, as early as 1937 a system of education under which knowledge would become related to life and its various aspects correlated with one another. Following his lead, this system which was called Basic Education has been accepted as the national pattern at the Elementary stage.

Almost contemporaneously with the early stages of this movement, steps were taken at Government level for evolving a complete system of national education which was to be put into operation after the termination of the Second World War. Published and popularly known as the "Sargent Report", the scheme formulated for the first time a comprehensive system covering all aspects of education from pre-Primary upwards, together with an outline programme for bringing it into actual existence.

The circumstances attending the achievement of our independence in 1947 brought in their wake a number of gigantic problems like the migration of millions of people between Pakistan and India, the rehabilitation of a colossal number of refugees, the integration of princely States, and a succession of natural calamities like floods and failures of crops over large parts of the country. It was, therefore, not possible for Government to pay as much attention to educational reconstruction as they would have liked to, because the available resources had to be diverted to more urgent material needs. Thus, during the first five or six years after 1947, educational reconstruction was necessarily limited in scope and experimental in nature.

It was soon realised that in order to make the best possible use of our resources and to bring about a speedy amelioration in the economic condition of our people, it was necessary to draw our programmes of development in a systematic manner. As a consequence, the First Five-Year Plan was drawn up to cover the period 1951-56 and the Second, to cover the period 1956-61. In both the Plans, education received comparatively greater resources and attention than before and its development became an integral part of the expansion of social service in the country.

As in most other countries, the two major problems relating to the Elementary stage which are being tackled through these Plans are the problems of qualitative improvement and the expansion of existing facilities. The latter is the biggest single problem facing us because the Constitution of India enjoins, in a policy directive, that the State shall endeavour to provide free and compulsory education to all children until they attain the age of 14. This target was to be attained by 1960.

Ten years ago, a Committee was appointed to study ways and means of financing educational development in India and it reached the conclusion that a national system of universal, free and compulsory education for all children between the ages

* Part of a report submitted to Unesco Regional Seminar on Educational Reform for South East Asia held at New Delhi in August-September, 1958.

of 6 and 14, the provision of Secondary education for about 20% of those completing the Elementary course and of University education for about 10% of those passing out of High schools together with Technical education on a modest scale would, when in full operation, require an annual expenditure of nearly 4,000 million rupees. In addition, about 2,000 million rupees would be necessary for training the required number of teachers and about 2,720 millions for the resultant programme of buildings. As against this requirement, the total expenditure on education in 1949-50 was about 1,000 million rupees which had been doubled by 1955-56. This indicates the inadequacy of available resources against the magnitude of the requirements.

Faced with this situation, the Government had no option but to phase the expansion programme in accordance with the money available, and the First Five-Year Plan only attempted to raise the percentage of enrolment at the Primary stage (i.e. age group 6-11 years) from 40 to 53. During the Second Five-Year Plan we hope to raise the figure to 63% while during the Third Five-Year Plan (i.e. the period 1961-62 to 1965-66) it is expected—and the Cabinet has recently given a pledge to this effect—that the programme will cover all the children at the Primary stage.

The vastness of this programme has made it essential to attempt economies in all possible directions. One of the emergency measures that has been adopted is to increase the number of students per teacher either through the introduction of the shift system or by increasing the pupil-teacher ratio to about 40:1, where feasible.

To give a push to the programme of expanding facilities for Primary education, as well as to relieve the pressure of unemployment among educated persons a special scheme was implemented during the First Five-Year Plan and another is being implemented during the Second. These provide during the two Plan periods for the appointment of about 1,40,000 educated unemployed persons as teachers, mostly in rural areas, that are either without educational facilities or where the existing facilities are inadequate to the needs.

As a first step in implementing the directive of the Constitution quoted above, education at the Primary stage has been generally made free already. Besides, to enable children even from the poorest homes to avail themselves of this facility, arrangements are being made on a limited scale to supply free mid-day meals to them in some States, according to the availability of funds. Attempts are also being made to synchronise school vacations with the harvesting season so that it becomes possible for children in rural areas, to help the community in harvesting operations.

The position regarding the education of girls is unfortunately not so good as that for boys. The percentage of both the schools for girls as well as of girls in these schools, at all stages, is much lower than that for male students. To give a fillip to the spread of girls' education, special schemes like the payment of small attendance stipends, the organisation of special combined courses of general education and teacher training for women, the relaxation of the upper age limit for employing women teachers, the construction of residential quarters for them in rural areas and the appointment of "School-mothers" in mixed schools to look after girl students have been promulgated.

More specially, to study the various problems relating to women's education in different parts of the country and to make concrete recommendations for its rapid development, a National Committee has been appointed recently and it is hoped that its recommendations will enable us to tackle this question successfully.

In order to provide universal, free and compulsory education, it is important that schools should be properly distributed so that no child has to walk an unreasonable distance to receive education. To help educational authorities in the proper location of schools to be opened in future, an educational survey of the whole country has been undertaken and is nearing completion. This survey will furnish valuable objective information in drawing up the expansion programme for the future.

Since the country is aiming to bring to school all children of the Primary stage in the course of the next seven or eight years, it is important to know all the difficulties

that might be encountered in this field and to find possible solutions for them. With this object in view, steps are being taken to operate a pilot project of introducing compulsory education for all children in a few selected areas (Development Blocks) in each State. It is hoped that this project will throw useful light on such matters as the nature of legal and other measures necessary for introducing compulsion, the problem of waste and stagnation, special problems concerning girls' education and problems facing children from educationally and financially backward communities.

The problem of reconstructing and improving the quality of Elementary education was brought to the fore in 1937 when Mahatma Gandhi started writing about it in the columns of his paper 'Harijan'. The lead given by him resulted in the scheme of Basic Education which was to replace the traditional system and to which reference has been made already.

The Basic system aims at providing education for the balanced and harmonious development of the child as a useful and productive member of a co-operative social order. It intends to relieve him from the tyranny of a purely academic and theoretical instruction against which its active nature always makes a healthy protest. It also seeks to break down the existing barriers of prejudice between manual and intellectual workers which are harmful for both. Finally, it tries to bring about a close integration between the schools and the community in order to make both education as well as those who receive it more socially-minded and cooperative.

To attain these objectives, the Basic system envisages that education should be imparted as far as practicable through productive and socially useful work. Thus while in the traditional system the text-book is the centre of the educative process, in Basic education that place has been assigned to creative and productive work in which all students participate without any distinction of caste or creed. The effective teaching of a basic craft, therefore, becomes an essential part of education, as productive work done under proper conditions, not only makes the acquisition of related knowledge more concrete and realistic but also contributes powerfully to the development of character and personality.

The Basic system also envisages that the child should be thoroughly acquainted with his surroundings so that through a careful study of his physical and social environments he may become more intelligently adjusted to life.

Unfortunately, the inadequacy of available funds has not made it possible for us to undertake measures for educational reconstruction on a comprehensive scale. We have so far largely taken up various schemes in the form of pilot projects. Some of these initiated during the First Five-Year Plan are mentioned below :—

(i) Intensive educational development was projected in selected areas of different States by establishing a set of Basic and Social educational institutions consisting of a post-graduate basic training college, a basic training school for under-graduate trainees, model practising basic schools, Janata (or People's) colleges and a number of community centres. Primary schools located in the intensive area were also to be improved. The underlying idea was that the training institutions will not only produce teachers properly acquainted with the principles, approaches and methodology of this new system but will also carry out suitable experiments in this field. These institutions were envisaged as working cooperatively, complementing one another and bringing together the school and the community. The knowledge and experience gained through this pilot project was to be made available to the country at a later stage.

(ii) A provision was made for the production of guidance material for teachers as well as of craft equipment and teaching appliances.

It is well known that the quality and effectiveness of education depends largely on the quality of teachers and the position they enjoy in society. Persistent efforts are, therefore being made to bring about improvement in their position.

(i) As a concrete step in this direction, a scheme is under implementation during the Second Five-Year Plan through which the salary scales of teachers are being raised with the help of the Central Government to a level that the State Governments consider

suitable and in keeping with the general salary structure prevailing in that area. It is hoped that this measure will help to attract better qualified persons to the teaching profession.

(ii) Efforts are also being made to improve the quality of teacher training in order to increase professional efficiency. By the end of the Second Five-Year Plan, all teacher training institutions will be reorganized to train teachers on the lines of basic training. The duration of training is also being increased from one to two years and this change has been already effected in a large number of States. Facilities are being provided on an increasing scale for in-service training through seminars and refresher courses. Thus the teachers are expected to acquire knowledge about the latest developments in education in this and in other countries and to make their own contribution to educational improvements on the basis of their actual experience.

(iii) A series of regional seminars was organised in 1958 to discuss practical measures for orienting all Elementary schools in the country towards the Basic pattern by introducing in them certain educative activities which do not involve any large expenditure or an elaborate training of teachers. These seminars are to be followed by local seminars so that the teachers who will be actually required to introduce the programme will acquire a proper understanding of the change envisaged.

(iv) A scheme has been recently put into operation under which financial assistance is given to enable teachers to undertake educational tours to places of historical, cultural and recreational importance in the country.

(v) Improvement in the qualifications and outlook of teachers will naturally help raising their social status. As a further step in this direction, the Government have decided to show appreciation of teachers as a class by giving them a place of honour in public functions and national festivals. A scheme of national awards to teachers of Primary and Secondary schools for outstanding work has also been worked out recently.

Seminars and conferences are also organised for educational administrators, training college staff and Inspectors of Schools to discuss the latest developments in educational thought and practice and for the exchange of ideas and experiences. This is expected to orient them towards a more creative and dynamic concept of education and will result in improving the institutions with which they are associated.

Education is a process which requires continuous study and research without which it is apt to degenerate into routine. In order to guard against this danger and give it a new and progressive outlook, steps have been taken to promote research in teacher training institutions. To coordinate such research, the Government of India established in 1956 a National Institute of Basic Education. In addition to its responsibilities in the field of research, its functions will include the production of literature, the training of personnel at the level of inspectors and administrators and advising various governments and organisations on educational matters pertaining to Basic Education.

In India there has been a great dearth of suitable guide books for teachers and good supplementary reading material for children. To make up this deficiency, concrete schemes are being implemented, offering suitable incentives for producing good literature in these fields. These incentives comprise the award of prizes for books of outstanding merit, bulk purchases of good books by Government for distribution to libraries and organising workshops for giving preliminary training to promising writers in the production of literature for children or for neo-literates.

Although governmental effort is required on an increasing scale for expanding educational facilities, it is also important to encourage experimental and pioneering work by voluntary organizations aiming at improvement in methods and techniques. To encourage such voluntary organizations, financial assistance is being given to them for improving this work—for instance, by purchasing equipment or increasing accommodation or appointing additional staff. Under this scheme the Central Government pays a substantial share of the expenditure for a number or years and the balance is met by the organisations themselves or by the Government of the State in which they are situated.

A problem of great magnitude is that of school buildings. In the present financial stringency, measures have to be devised for evolving such patterns as are not costly but are functionally effective and planned with due care to the needs of the children and the locality. An effort is being made to enlist the cooperation of the local community by asking for contributions in the shape of land material, cash or voluntary labour. Various problems in this field are being studied at present by a team of experts and it is hoped that their findings will provide suitable answers to our difficulties.

So far as the administration of education is concerned, a Committee was set up some years ago to study this subject and its report recommended decentralisation of education at this stage to local bodies, such as municipalities, in accordance with local conditions. This recommendation has been implemented by State Governments in varying degrees.

- Teach your child to hold his tongue ; he will learn fast enough to speak.

—Franklin

- The child attending school today in the U.S. has 20 percent fewer textbooks than the child of 10 years ago, claims the American Textbook Publishers Institute....The average life of textbooks is set at four to five years ; of reference books, at five to seven years.

—The Education Digest

EXPERIENCES WITH YOUNGSTERS

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THE EXPERIENCES RECORDED BELOW may please be read in continuation to my article "Experience—the Best Teacher" which appeared in the March 1959 issue of the *Education Quarterly*.

Unlearning Abuses

One of my friends lives in a recently established colony where life is anything but desirable particularly for the wholesome growth of children. The area is populated by people of all types and coming from all quarters. Hardly is a car spotted out when urchins run after it, before it or by its sides coming God knows wherefrom, throwing mud and stones on the car, making driving impossible. Oh! what joy do these monkeys derive when the driver instantly stops the car and runs after them, fruitlessly, of course! The boys are by then up on the gallery of a nearby double storey building whirling, grinning, making faces at the unhappy driver who has to spend at least one hour to clean his vehicle. Nearly all the children are school going.

Manners are alien to this colony. Abuses are showered like flowers by children on each other. It seems as if the language of abuse is the only medium of expression with them. Without fear of contradiction I can say that abuses form 25 per cent of the words spoken by children of this locality.

My friend has a smart lovely child of about four years. One day as I was just entering his room, the child in all happiness greeted me with the words "Sala."* His mother slapped him and the father was apologetic while innocent tears trickled down the cheeks of the child. He was rubbing the side where he had received the slap. The parents complained about the locality and were worried about the bad habits that their child had picked up or might pick up. Their concern was really serious. Reforming the whole colony being out of the question, the only way out lay in leaving it. But that too needed time till my friend could find out alternate accommodation. Segregation of a child like theirs and at this age was not practicable. We discussed this problem threadbare when all of a sudden I got an idea. I fondled the child quite affectionately and addressed him as "Lala",—why this word particularly I cannot explain but it seemed to rhyme well with "Sala". The child looked at his mother and then shyly murmured out : "Lala". He took to it readily. Every time I met the child afterwards, we greeted each other with "Lala". His playmates too caught the infection. One day I found two children (my friend's neighbours) greeting me by the lovely substitute. Thereafter the family lived in this colony for about six months. The child had forgotten the word "Sala".

Keeping to the Left

Schools that draw students from the higher strata of our society have of course their own problems, may be more serious but schools which cater to the needs of students coming from humbler quarters have entirely different problems. I have worked in such a Primary school. The building was up-to-date, everything one could wish for, with abundant space for lawns and playgrounds. We tried many times to give the lawns a shape, planted roses but before the buds had time to peep out or the green peeped up, the whole lawn would be trampled and would present a dreary appearance. In dismay we gave up the job as not worth the trouble we took.

*An 'abuse' in Hindi meaning "Wife's brother".

Fortunately just before the school was to be closed for the summer vacation, we got a teacher whom we shall call Mr. 'R'—elderly (50 years) but quite smart and energetic. His residence was quite near the school. Every evening during the summer vacation he would come to the school at 6.30 P.M. and work at the lawn. The Headmaster as well as all of us warned him of the ultimate result. He usually gave us a broad hopeful smile. The strange part of the whole thing was that the school *mali*, *chowkidars* etc. all gave him full cooperation and the work continued.

We did not know what happened after that till on 18th July when the school reopened, the teacher met us at the gate with the usual smile. On entering we were quite amazed. The lawns were simply lovely with rose hedges planted all around. The school was spick and span. Everywhere we found labels (sign boards) with "Keep to the left" beautifully written in Hindi He was standing at a point which commanded all approaches.

One of the teachers—a fresher and quite young—disregarding the sign board just took to the right, his room being very close when just like a sentry Mr. 'R' was before him with a smile, saying, "If you break the rule, how can the children honour it, please !" and the teacher was persuaded to take a longer route by keeping to the left. One should have seen the enthusiasm he displayed, and how his eyes sparkled when he spoke of the hedges, and the green.

The Headmaster allowed him to address the students that very date. He spoke with a conviction that was infectious. He spoke the language which children could understand. He acted as the mother guardian of the lawns. It seemed as if his heart was there in the lawns. The children not used to this order broke the rule many a time, but never did I see him lose his temper. With a smile he would guide them and bring home to the children the good results he hoped to achieve if we followed the rule without exception. Mr. 'R' was, of course, single at home with no family encumbrances but he had a will quite plastic yet unbreakable. He had completely identified himself with the school. The Headmaster also respected his sentiments. One day, it was a Sunday, the Headmaster being in a hurry broke the rule and was making a short cut to his room when out sprang from somewhere the spirit of the teacher barricading the Headmaster's path. The Headmaster apologised and kept to the left. Vigilance continued for six months when we were awarded by a sight both pleasing and satisfying. The lawns artistically laid out were in their full bloom. The rose buds were out and the green simply captivating. The Headmaster gave a tea party to the staff on one of the lawns.

Developing the Flower Sense

The temptation to pluck flowers is irresistible with children, particularly with those whose parents have never owned a lawn or in whom the flower sense is quite dormant. Developing a tender attitude towards all that is beautiful should be one of the aims of our institutions. The task is quite difficult, more so when the children seldom get an opportunity to see a flower bloom on a stalk.

Our Mr. 'R' provided against all contingencies. He allotted beds to chosen seniors of class V individually. The owner child had to keep a sort of a diary showing when he weeded the bed, the time he watered it and so on. Particular mention was made of the number of new buds, their progress and the number of full blown roses and the number of roses plucked for being presented to classes, the teachers and the Headmaster. There used to be some thefts also as a few children were after creating mischief. There were scenes, some awful—creating administrative problems, but Mr. 'R' always rose to the occasion and solved all the conflicts to the satisfaction of all. But no punishment for plucking flowers. "How can I educate my children to appreciate beauty, to develop a proper attitude towards the lawns if I use punishment which develops hate", Mr. 'R' would say when it was suggested that the culprits should be punished. The sincerity with which he was working and educating the children was itself sufficient to subdue the rougher elements.

The boys in charge of the beds felt as if the beds were really theirs and looked

after them well. As for Mr. 'R', he was always unassuming and humble. He never gave one an impression of his importance and the importance of his work. Seldom would he join us in our fortnightly meetings and when he did he never spoke, but executed all that he was ordered to do, besides what he had planned on his own. He succeeded. During the two years he was in the school he helped in creating an atmosphere quite congenial, of which we all were proud. But then he was transferred and so were many of us. What happened to the lawns I do not know. Whether the children carried over the education Mr. 'R' had given them, I cannot say. All I can do is to pray to the Almighty to bless this country with more such teachers.

How to Keep Walls Clean

The secretary of the Managing Committee of our school came to our school on a surprise visit. The reality in the school lay all naked before him. The dirty satchels, unkempt boys and the whole school unswept! A few teachers squatting in the back verandah puffing 'Bidis' and cracking unbecoming jokes. The classrooms wore a dreary look with ink dabs decorating at least four feet of the walls. The chalk work spread all over the doors and windows, every inch of available space ; lines—crooked or straight, circles, semi-circles, names, fantastic figures, all in chalk and everywhere !

The secretary said nothing, pointed at nothing. The Headmaster was in attendance. They went through the chaos—the Headmaster trying to explain every thing and the secretary pretending as if he was not concerned. The inspection was over in twenty minutes. He said not a word and we saw him off.

He did not speak a word and that made us more worried. We sat like widows bemoaning our fate.

The school usually opened at 10 A.M. The day following the visit of the secretary, we were in the school at 9-30 A.M. and we found the secretary closeted with the Headmaster. We thought the secretary was taking some drastic action. One glance at our Headmaster and we were satisfied that nothing ill was being designed. At 9-45 we were all asked to assemble in the office. We knew it would be a sermon.

A sermon it was not! The secretary stood up and explained "I am sorry we could not attend to the white-washing of the walls and painting of the doors earlier. I have now some time and can also help you in getting these things completed. But before we start on the job I wish the rooms, corridors, the courtyard all to be swept clean. If we ask the sweeper to do this job it will mean delay. Could you give me a group of 20 children, sturdy and willing workers so that we can get the whole thing cleaned up. Brooms, baskets etc. have been purchased and are outside. We would also like one of you to help. The rest of you can take your classes outside."

I was selected and I suggested that instead of drawing students from all classes we should take one class as it is. This was readily agreed to and I selected class V of which I was the form teacher. We started on the job.

I had no experience of the job. Pellmell we rushed inside a room, raised all the dust instead of cleaning it, I shouting at the top of my voice ordering and requesting the children alternately to be calm, orderly etc. etc. Confusion prevailed for five minutes when the secretary came up and asked me to see the students in one file in the courtyard. This was done. According to the secretary's instructions we divided ourselves into five groups each consisting of six children. Each group was given two brooms for the floor, two long brooms for cleaning the walls and two baskets. Each child was assigned a specific job and each group was assigned a few rooms. The school looked different when we finally broke up and went for a wash. Hot "Cholla" was waiting for us when we returned from the bath.

For the next fortnight classes were held in the open and the rooms were being white-washed and doors painted. The secretary had done a good job. But to what purpose. The walls would be blacker before a month had passed. The secretary had forestalled every thing. At three or four places he had made arrangements for students to wash their hands. The class teachers were given 5" x 3" blotting slips for distribution to students every morning. The students had

to return the used slips next morning and get fresh ones. Four small-sized towels were hung up in each room.

The change was visible. The secretary came to the school every day for about two months and saw that his instructions were obeyed. If some child was seen relapsing into the old habits, that child had to clean the place he had made dirty. Gradually the amenities were withdrawn as the habit of being clean developed. The school has since then maintained the tradition and is considered now as one of the best schools of the locality.

Securing Cooperation

My friend has five sons. Excepting one i.e. the third all are studious. The third who is about ten never studies but is always at play. The moment he is back from school his playmates call for him and he simply disappears. The teachers send their complaint slips to my friend. The boy is very good at games, is clever at cricket and knows the names of all the Indian players, athletes etc. The boy—a class V student—never applies himself to his studies ; he just secures pass marks in the examinations, otherwise he is an excellent chap.

My friend is always worried about him. He tried his level best—from gifts to physical beating—but to no effect.

One day he told me his grief. "I want the boy to play but not at the sacrifice of his studies...His development is in one direction only...." He wanted my advice.

My Prescription :

(i) Purchase a cricket set and on Sundays and other holidays take out all your boys and their playmates to the field and make them play. If you feel like it play yourself. Let the boys enjoy in your presence. Make sure that your third child feels that you are sincere.

(ii) Encourage your third child to read the sports news daily and to repeat them to you.

(iii) Take your children for an evening walk daily and make the walk interesting as well as educative.

(iv) Never tell your boy not to play.

(v) I have seen your boy is feeling some basic difficulties in his language subject. Attend to it personally and make him write essays, letters, etc. on matters concerning sports. Above all your boy should feel that you are taking full interest in the subject (i.e. games) he likes. He is sure to reciprocate and take interest in the studies as you desire.

Negative Experience

Teachers can sometimes be heartless. This is evidenced by the following incident.

For revision purposes teachers usually assign a few chapters or some task. After the boys have crammed it the teacher puts questions which the boys have to answer. The boys who give wrong answers have to keep standing till some boy gives the correct reply. The boy who gives the correct answer is given the privilege to slap those who fail to give the correct reply!

I remember a student who had given the correct reply refused point blank when he was ordered by me to slap the boys who had failed to give the correct reply. I felt my authority was being undermined by a child ; in anger I asked why he did not slap the boys, when the boy without fear said "They are my friends and they have done me no harm. I am not their teacher, how can I punish them?" At that time I could not realise the significance of these innocent words.

I felt I had been insulted. I slapped the boy who refused to obey me. Tears streamed down the boy's face and he sat down.

How true were the child's words and how false my pride. Has the child forgiven me!

Once I narrated the above incident to a friend of mine.

"Very bad, Very bad. But I have a different experience. In our part of the country", continued my friend, "when I was a student, the teachers would order the students who gave incorrect answers out of the class....That was the best part of the day for us and we enjoyed it as best as we could. To gain more opportunities like this we managed to look blank when a question was put or intentionally gave wrong answers and secured freedom which we enjoyed to our hearts' content".

This experience is revealing and I have no comments to offer.

Teaching of Science at the Elementary Stage

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IT IS A UNIQUE EDUCATIONAL OPPORTUNITY when a naturally interesting subject has to be taught to an instinctively receptive audience. Such is the case with regard to teaching of Science at Elementary stage. Even illiterate mothers all the world over have used this spontaneous love of children for nature to stop them from crying by diverting their attention to 'Uncle Moon'. This is further evident from the child's love of toys for they bring him very concretely nearer to objects of nature normally so far away.

Objectives

Now that the major problem of motivation does not exist in case of children at this stage with respect to Science, what remains for a competent teacher to do is to have an integrally interesting approach to the subject and a proper choice and sequence of topics with objectives clearly defined. The objectives need to be limited to development of observational faculty, to providing an encouragement to the inherent curiosity of the children by supplying information about natural environment and, most important of all, to opening a field for the manifestation of the psychic element so dominently present in the personality of a normal child. The development of analytical faculty, by way of specific lessons, may be deferred to higher stages with profit.

The Approach

The 'Psychic' objective is the most neglected part of modern education thereby impoverishing man's capacity for joy almost fatally. In Sri Aurobindo's scheme of education, this entity occupies the key role for it is the real source of joy, being the truest representative of an individual. It is this, which responds decisively to all higher influences and nobler idealism in life. And it finds synthetic disciplines very conducive to its growth. Many an observant teacher will confirm that three-year old children took a suggestion put to them to talk to flowers and make friends with sparrows not symbolically like grown-ups but quite concretely. The joy that comes from such-like communion with Nature has not only been the privilege of poets but also of great scientists like Acharya J.C. Bose. Science teaching at the Elementary stage with this understanding is likely to be more successful in addition to being integrally more useful for once the integral approach is made and the deeper chords are struck through the medium of Psychic, the dull and dormant world of Primary school children gets enlivened and can throw up budding scientists with the poets' eye, the seers' vision and the patriots' devotion. This will not only determine the quality of future science and its devotees, but also its ethics on which depends the very survival of the modern civilisation.

The Method

The approach can be tailored to suit many situations by able colleagues in the line. Some of the methods personally tried by the author during the last two years of teaching the subject are given below to serve as pointers towards more experimentation.

For developing the power of observation most of the science classes have been held in natural surroundings outside the class-room. *Frequent hikes have been organised* to nearby fields, ponds and hillocks and many new nests and insects have been brought by children of six beaming with the great joy of discovery.

For providing a stimulus to curiosity, children have been encouraged to ask *questions and seek their solution* starting from everyday observations. Collection clubs have been successfully tried for collecting pictures for class albums, and specimens for a small museum. It has not been possible for us to have a small aviary, aquarium and zoo, which should be possible. *However, we have tried to let Nature herself* serve as a grant audio-visual aid by adjusting lessons to correspond with the natural occurrence of phenomena e.g. rains in early August and not following the set pattern of a book or the syllabus.

For Psychic communion of nature, *students have often been, placed free* in beautiful surroundings without any formal instruction. They have been supplied with a poem as far as possible on the topic under study to evoke their synthetic faculties of appreciating nature. Information about 'the sky and its inhabitants and the play of water have been given greater attention than normally expected in the syllabus.

In this scheme of integral instruction seeking to combine communication, assimilation, enjoyment and abiding love of Nature and its study, each lesson has taken from a week to ten days.

Major attention should be given to Nature study and Health Education should be effectively practised instead of being taught.

Though science teaching at this stage should be as free from books as possible for they tempt the teacher to give object lessons instead of letting the Nature provide them, an appropriate book on the subject is Margaret Martindale's *Nature Rambles* published by Macmillans. Through the pages of this book, the child is led to imaginative rambles of Nature even in the classroom. I commend this pioneer effort and suggest its translation into regional languages so as to be available to more children.

This synthetic method based on the integral approach with the psychic stimulus as main leverage, in the author's opinion can give to the teaching of Science at the Elementary stage' its rightful place in the progress of science and march of civilisation.

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EDUCATION Today

Free and Compulsory Primary Education in Andhra

The Andhra State Government has taken a policy decision to introduce universal, free and compulsory Primary education by the end of the Third Five-Year Plan at a cost of Rs. 27.24 crores. Over 52,000 additional teachers will be employed for the purpose. This will bring an additional number of 20.81 lakh children under instruction.

*

National Seminar on Orientation of Elementary Schools Towards Basic Pattern

A National Seminar on the Orientation of Elementary Schools towards the Basic Pattern was held at Allahabad from May 11 to 13, 1959. The Seminar was inaugurated by Dr. K.L. Shrimali, Union Minister of Education. Education Ministers of various States, Secretaries to the Education Departments, and Directors of Education attended the Seminar. A few non-officials working in the field of Basic education were also present.

In his inaugural address, Dr. Shrimali called upon all those connected with Basic education to draw up a minimum programme of Basic education which would be acceptable to the whole country. He felt that it was not correct to introduce Basic education only in the rural areas, leaving out the urban areas. "What is good for the rural people is good for the urban people", he remarked, and added that it was not proper to divide the school-going population into two sectors as it were at the elementary stage.

The Minister, however, said that two factors had to be borne in mind while chalking out a minimum programme. In the first place there were limitations regarding the academic qualifications and professional training of the Elementary school teachers. Any scheme of education in order to be successful required teachers with imagination, initiative and resourcefulness, he said. In this connection he pointed out that it had not been possible for all the States to give even the minimum grades to all their Elementary school teachers. This was a handicap in attracting teachers of high calibre.

Secondly, there was the question of financial resources. Statistics indicated that Basic schools at many places were more expensive than the traditional schools. Although Gandhiji had said that Basic education should pay its own way, sufficient attention had not been given to the production side of Basic education. Therefore, it was imperative that we should make the best use of the available resources.

The three-day seminar has accepted 1960-61 as the target date for the completion of the orientation programme except in a few States where, in view of certain special circumstances, this might be extended to 1961-62.

*

Primary Education in Manipur

In the Union Territory of Manipur, education has been made free up to class VI. To improve the attendance in schools, midday meals are being provided for children of 53 Lower Primary schools under a contribution system,

the Administration giving 3 nP. per day per child and guardians contributing equally in cash or kind. Eighty Government Lower Primary school teachers are undergoing training in Basic Training Institute at Imphal and arrangements are being made to open an additional Basic Training Institute in the rural area.

*

Scheme to relieve Educated Unemployment in Bombay

Under the new scheme of relief of unemployment among the educated, launched by the Government of India from the year 1958-59, the Bombay State government has sanctioned 1500 posts of Primary teachers for the year 1958-59. These teachers will be utilised mainly for the opening of independent schools in school-less villages and habitations having a population of 300 and over in the new component parts of the State, in order to reduce the educational vacuum in those areas.

* * *

Social Education in Assam

The seventh batch of trainees in Janata College, Assam, began their new session on the following day of the New Year's holiday. Besides the theoretical classes to make the trainees acquainted with the five-pointed programme of Social Education, namely (a) Removing illiteracy (b) Improvement of health of people (c) Raising standard of living (d) Training in citizenship and (e) Cultural improvement of people, attempts are being made to give them practical experience of the life of the village people around by actual living and demonstration. The trainees are taught to do everything by themselves in a co-operative community welfare spirit.

*

Women's Education in Rajasthan

The State Government of Rajasthan is constructing 291 quarters for the benefit of lady teachers in rural areas. Eighty stipends of Rs. 25 per month have been offered to those girl students of classes VIII to XI who give an understanding that they will serve the Department after passing their High or Higher Secondary examination. Only 35 candidates took advantage of this scheme during the year 1958-59.

To provide for the education of adult ladies who had studied up to Primary standard and who needed further education by force of circumstances to seek employment, the State government has decided to open five centres. Side by side with the condensed course in general education they will be given training in teaching so that they may take up teaching profession after completing this course. Two of these centres have started functioning.

Attendance scholarships have also been instituted in order to attract more girl students in schools. As a pilot project this scheme has been introduced in three Districts during this year.

*

National Council for Women's Education

The Government of India have decided to set up a 25-member advisory body on education of girls, with headquarters at New Delhi. To be known as the National Council for Women's Education, this body will help in the formulation of policies, programmes, targets and priorities for expansion and improvement of girls' education.

The Council will also assess the progress achieved from time to time and suggest measures for evaluation of work being done in this field.

This step has been taken on the recommendation of the National Committee on Women's Education, a report of which was submitted to the Government of India in January, 1959.

The State Governments may also set up State Councils in their areas.

* * *

Secondary Education in West Bengal

Till the last quarter of 1958-59, the Government of West Bengal has sanctioned conversion of 50 High schools into Higher Secondary schools with Humanities. Sanction has also been accorded to convert 24 Higher Secondary schools with Humanities and 87 High schools into Higher Secondary

schools with diversified courses. Seventeen Higher Secondary schools with diversified courses will also have one more additional course.

To provide residential accommodation for the teachers of Secondary schools, specially in the mofussil areas, 39 teachers' quarters have been sanctioned by the Government at a cost of Rs. 3,46,400.

The Government have also decided to construct 47 hostels in 38 Secondary schools at a cost of Rs. 14,61,412.

*

Practical Approach in the Teaching of Arithmetic and Language

The J. B. Wachha High School, Bombay is experimenting on a practical approach in the teaching of arithmetic and language with emphasis on 'Training in Citizenship' in both the subjects.

Being a girl's school here students are trained to be good housewives. A good housewife must run her home thriftily and economically. Hence stress is laid on household arithmetic. The School Shop provides opportunities in actual buying, selling, weighing, measuring, preparing bills, and giving change (real coins are used). The child is led to household budget, Municipal and State budgets through pictorial charts showing the main items of income and expenditure. The child is given the history of taxation and is taught the use the Government makes of taxes and is reminded of her civic duty not to evade taxation. While discussing the budget it is brought home to the child that a good citizen must save for a rainy day, by making wise investments. This leads to the study of Simple Interests, Stocks and Shares, Insurance and National Saving Certificates. This enables children acquire speed, accuracy and mental alertness useful in daily life.

As for the teaching of language, activities are organised through written and oral compositions, to emphasise the four aspects in the study of the language: listening, speech, reading and writing. Written work is done during the composition periods and oral work in the form of speech activities like story telling, debating, and symposium, during the cultural activity periods.

The activities are graded to suit the age and ability of the children from Standard V to Standard XI.

However, the project method and group work take up a lot of time in arithmetic. Though children benefit from the point of view of knowledge, they do not develop speed in calculations and mathematical operations due to lack of drill and revision work; but the practical approach to teaching encourages creative effort, develops research habits and independent thinking on the part of the pupils as well as stimulates interest in work.

* * *

Parent-Teacher Meetings

Parent-Teacher Meetings are one of the educational experiments being conducted by St. Xavier's Boys Academy, Bombay. These meetings are held in the premises of the Academy during the monsoon time. An intimation is sent to the parents and the meetings are held by Standards and only the parents of the students of those Standards and the teachers concerned participate. Attendance of parents has been always from 75% to 80%.

A preliminary meeting is held with the teachers to study the needs of that particular class and suggest improvements. At the meeting of the parents each parent gets a chance to know the progress of his child. The Principal conducts a very informal discussion on the ways to improve the standard of education.

Apart from the meetings, social gatherings are arranged that have proved also very popular.

Moreover, once a year the Principal visits all the families of the students in their own homes. The aim of these visits is to maintain the friendly attitude of the parents towards the school in order to ensure their cooperation.

* * *

Ootacamund Pilot School Improvement Conference

The Pilot School Improvement Conference and an Exhibition of articles contributed voluntarily by the people for the improvement of their schools were organised recently in Ootacamund, the hill station in the Nilgiris,

Madras State.

The Governor of Madras, who opened the Exhibition, paid glowing tributes to the public of Nilgiris who had contributed a sum of over Rs. 7 lakhs in cash and kind for the improvement of various Secondary and Elementary schools in the District.

Apart from lands and buildings, contributions also included hundreds of pounds of tea, coffee, potatoes, manure, rice, wheat, cement, garden implements, slates and pencils, gramaphones, bricks and tiles, eating plates and tumblers, furniture, globes, first aid boxes, black boards, scissors, and musical instruments. Two teachers each contributed their one month salary for their schools. Two Badaga women gave one day's wages. Some managements gave to their schools the entire maintenance grants received.

The following number of schools participated in the Nilgiris Pilot School Improvement Scheme :—

Elementary Schools	240
Middle Schools	5
High Schools	19
Training Schools	2
Total	266

In all 10,382 people had participated in this scheme, each donating some thing or the other.

The Conference and Exhibition amply showed that even the existing schools in the State and the new schools to be opened could be easily well equipped and housed with the cooperation of the parents. There was promotion of contact between the public and the schools that would go a long way in improving the educational facilities for children.

* * *

Teaching of English by new Structural Approach

The Department of Extension Services of the Central Institute of Education, Delhi, in collaboration with the British Council organised this summer a short course on the 'Teaching of English by the New Structural Approach'. The course, which was held at Dalhousie, began on May 25 and continued till June 12, 1959. Thirty selected teachers of English from the participating schools, who teach middle classes, attended the course.

The course was organised to familiarize the teachers of English with new ideas of language teaching, so that they could introduce these ideas to their pupils gradually. The course included one lecture a day on different aspects of teaching English ; demonstration lessons with children from the local school to show how these ideas could be put into practice ; daily group discussions ; ear and speech training ; group preparation of materials ; illustrating the teaching of English with the use of films and filmstrips specially prepared by the Extension Services Department for the purpose ; Shakespeare on records ; and a few other more directly teaching activities, such as course on blackboard drawing and another on handwriting.

Group discussions was one of the most important features of the course. There was one period daily for ear and speech training.

One period daily was also devoted to Fluency Practice.

* * *

Recommendations of Advisory Committee for Libraries

Free library service to every citizen, establishment of an independent Directorate of Social Education and Libraries in every State, a 25-year library plan at the Central and State levels and a cess of 6 nP in a rupee of property tax to meet the expenses of a free service, are some of the recommendations made by the Advisory Committee for Libraries in its report submitted to the Government of India recently.

The Advisory Committee for Libraries was formed in pursuance of a recommendation made by the Seminar on "the role of libraries in social education" held in September-October, 1955.

The report points out that by the end of the Second Five-Year Plan the entire country would be covered with a network of Central, State and District Libraries. It discloses that at the end of March 1954, the country had nearly 32,000 libraries, most of them small, stagnating pools of books.

According to the Report the library pattern in the country should consist of a national library, State central libraries, district libraries, Block libraries and *Panchayat* libraries. It further recommends that it would be desirable to have an independent Directorate of Social Education and Libraries in every State.

The Committee expresses the opinion that every *Panchayat* should have a library. The management of such libraries should vest in the *Panchayat* or village committee. Over the *Panchayat* libraries there should be Block libraries. The District libraries will form the pivot of library service in a State. Then, every State should have a State library consisting of two wings—the State Central Library and the State Lending Library. At the all-India level, there should be a National Central Library and three national book deposit centres. These centres should be run by the Government of India under the National Central Library.

There should, the Report says, be an all-India Library Advisory Council under the Chairmanship of the Union Minister of Education to review and assess the work done by the State library committees, to collect and publish description and statistical report on working of libraries in the State, to lay down minimum standards of library education in the country and to lay down minimum standards of library service for various sectors.

An interesting recommendation made by the Advisory Committee is that libraries in big cities as well as district libraries should have children's wings attached to them.

* * *

Education Ministers' Conference

Problems of education with special reference to development in this sphere during the third Five-Year Plan were discussed by the Ministers for Education of the Centre and the States at a two-day conference in New Delhi. Inaugurating the Conference on August 8, Dr. K. L. Shrimali, Union Education Minister, said that the size of the Third Plan programme for expansion of Primary education would be almost three times the size of the Second Plan programme and that a major part of the expansion had to be in the field of girls' education.

The Union Minister said that even on a conservative estimate about five lakh teachers would be additionally required for the implementation of the compulsory education programme.

Since the introduction of the entire programme depended on the supply of an adequate number of trained teachers, the Minister said, the Government of India had decided to give 100 per cent assistance for the remaining period of the Second Five-Year Plan to State Governments for opening teachers' training institutions and for increasing their enrolment.

Dr. Shrimali said that some measures had also been taken to step up the education of girls so that the existing lag between boys' education and that of girls might be eventually removed.

An all-India survey indicating the location and distribution of schools in all States and Territories, except West Bengal, had been completed and this should provide a useful guide to the expansion of schooling facilities in the country.

Referring to Secondary education, Dr. Shrimali said that during the Second Five-Year Plan period 1,033 High schools had already been upgraded into Higher Secondary schools and 777 schools converted into multipurpose schools against targets of 1,187 Higher Secondary schools and 937 multipurpose schools for the entire Plan period. However, the Union Minister said, there had not been an appreciable qualitative improvement in Secondary schools. Stressing the need for reorganisation of Secondary education courses with emphasis on vocational content, he said that career objective must find its place in educational motivation.

Subjects before the two-day conference included, provision of free and compulsory education for 6-11 age group, limitation of the number of students in universities and institutions of higher education, conversion of existing schools during the Third Plan, the national service scheme, development of sports and physical activities in educational institutions and strengthening of the administrative machinery in education departments for carrying out Plan schemes.

• THE FOREIGN SCENE •

Educational Reform in Egypt

The latest educational laws in Egypt show that there is increased interest in education and demand for an expansion of educational facilities at all levels. The last law of 1956 has organised the public system into three main levels, namely, primary, preparatory and secondary.

The primary school has become an independent institution providing a uniform pattern of education for the great mass of children without any charge. The law has set in six years as the minimum age for this compulsory attendance. The law has provided for the cooperation of the different Ministries for the purpose of location of the children in the age of compulsion and to impose punishment on any one who disobeys this law.

After finishing primary education, education could be academic or vocational. The trend of the post-primary school level had for many years been toward an increasing demand on the academic secondary school and the Universities, with the result opportunities for vocations other than office employment were neglected. To remedy this tendency the law of 1956 has emphasised two principles : the differentiation of post-primary education, and the distribution of pupils according to their interests and abilities. Preparatory education has, therefore, been differentiated into five types : General, Industrial and Commercial, Agricultural, Technical School for Girls, and Post-primary. According to the law, these types of schools are independent of secondary schools and they cover three years. The pupils whose abilities are not suitable for general or vocational education can spend three years in another school called the practical preparatory school (the post-primary school). This type of school is mainly intended to provide semi-skilled labour.

The secondary school constitutes the third level in the present Egyptian system. The pupils who obtain the preparatory certificate from the general preparatory school can enter one of the following :

The general secondary school; the vocational secondary school : commercial, agricultural, industrial, and home-economics ; the industrial mechanical school, the school of decorating industries, the school of textile ; general and rural schools for teachers ; the school of physical education for teachers ; the social and health visitors' schools.

The whole period of secondary schooling lasts three years. It is worth noting that the various attempts at reform over the last ten years have made the secondary school independent of the elementary school. It has a special function for certain group of pupils. According to law of 1956 the preparatory school is separated from the secondary school as each one of them has its own characteristics, objectives and problems. The pupils who have intellectual abilities go to the general secondary school which leads the way to the university where one can work for a degree.

Vocational secondary schools receive pupils from general and vocational preparatory schools. The graduates of these schools can work in the fields of industry, agriculture, and commerce. In 1957 it was decided to transfer the secondary vocational school, which had been a terminal one until then, in such a manner as to enable its graduates to specialise at a higher level by joining the university faculties of agriculture, commerce, engineering etc.

In Egypt there is a demand for the expansion of higher education. This partly is the result of the traditional prestige attached to higher education, but it is also the response to the need felt for leaders in industry, commerce, law, medicine, agriculture, education, and the other fields of life. At present there are four modern universities—Cairo University, Ain-Shams University, Alexandria University, and Asyont University. Besides the universities there are several kinds of higher schools which absorb hundreds of youth and which train them in the different professions. The classical university of Al-Azhar has been in existence for more than a thousand years. It receives its students not only from Egypt but also from all parts of the Islamic world. It is independent of the secular ladder. It has its primary and secondary levels, where students are introduced to the

different subjects with much emphasis on the religious and linguistic subjects and on Koran.

* * *

Swedish Children Voted 'No' to Shorter School Week

Sweden's school children above 14 years of age want to retain their six-day school week. This was the outcome of a nation-wide referendum, probably unique of its kind, held on April 25 after several weeks of a "Yes" or "No" campaign, which featured all the characteristics of a grown-up political campaign with broadcasting and television actively participating.

Some 90 per cent of those allowed to take part in the referendum cast their votes. An overwhelming majority, 72.8 per cent, or 237,159 votes, were cast in favour of retaining the six-day week, while 82,843 wanted a five-day week and 8,288 pupils cast blank votes.

The majority rejecting the five-day scheme argued that it would entail harder work during the week and encroach upon the present holidays.

The idea was broached by the Swedish Broadcasting and Television Corporation and was carried through in close collaboration with the school authorities in an effort to let the country's school children actively engage themselves in the exercise of democratic rights.

* * *

Commonwealth Conference of Education

More than 100 delegates from all parts of the Commonwealth assembled at Oxford from July 15 to 29 for an education conference.

The Conference, which stems from a decision taken at the Commonwealth Trade & Economic Conference at Montreal, Canada, last year, brought together representatives from all the Commonwealth countries and from 15 colonial territories.

The main purpose of the Conference was to formulate a new programme of Commonwealth scholarships and Fellowships which would come into being and would provide, eventually, a thousand places for scholars and Fellows. The United Kingdom has agreed to be responsible for half these places, and Canada for another quarter. India has agreed to take 100 as a start. In addition, the Conference reviewed the existing arrangements for educational co-operation between Commonwealth countries, and particular attention was paid to technical education, the supply and training of teachers, and interchange of university and other teaching staff.

The Conference was sponsored by the United Kingdom Government and all the delegates were its guests when they were at Oxford and during the preceding week, when they formed study groups to visit educational establishments in different parts of the country.

Britain is a fitting centre for a conference dealing largely with higher education. Its universities, technical colleges and other institutions draw numbers of students from overseas which increase every year, and now stand at 40,000. Of these, about 26,000 come from the overseas Commonwealth. Britain grants a higher proportion of university places—now 11 per cent—to overseas students than any other country.

Already, scholarships are available to Commonwealth students—among them the famous Rhodes scholarships, the British Council scholarships, the Nuffield Foundation awards, and the Athlone Fellowships. The Commonwealth Education Conference will so increase the mobility of students that many more can learn and profit by the rich diversity of intellectual life offered not only in Britain but also in many other countries of the Commonwealth.

An eleven-member Indian delegation to the Conference was headed by Dr. A. Lakshmanaswami Mudaliar, vice-chancellor of the Madras University.

* * *

Women's Educational Seminar in Britain

Women delegates from 17 countries, including India, met in Britain from April 6 to 17 to discuss the problems of adult education in international women's organizations.

The seminar was organized by Unesco, at the Maria Grey Training College, Twickenham (Middlesex).

The aim of the seminar was to allow participating organizations to pool their knowledge and experience of adult education, and to discuss methods and techniques. The programme included lectures, demonstrations, discussions, and special study of mass media, including television.

* * *

Visual and other Aids for Soviet Schools

The Ministry of Education of the Russian Federation and other ministries of education have at their disposal a special industry producing up to 600 kinds of various visual and other aids and school equipment. Under the seven-year plan, the output of school aids by the special enterprises of the Ministry of Education of the Russian Federation is to increase by more than a hundred per cent. This increase will include new kinds of aids.

Engineers and technicians of the above-mentioned enterprises, in co-operation with workers of the Academy of Pedagogical Sciences and Teachers, are working out designs of new types of aids which will ease instruction in atomic energy and electronics. The output of all kinds of operating models is to be increased. To increase the output of aids, the Ministry of Education of the Russian Federation will also use the help of up to 400 enterprises of economic councils and local industry.

* * *

Teaching Machines in U.S.

Teaching machines have been in the news recently. Publicity has been given especially to two of them.

The first is a machine developed by B. Frederick Skinner, professor of psychology at Harvard University. It consists of a box-like structure with two small windows. A lesson card is fed into the machine, the student views one item of information or problem at a time, records his response, checks it against the next frame for the right answer, and corrects his error, if any, before going on.

The Ford Foundation has granted $204,310 to Hamilton College, Clinton, N.Y. for experiments using a modified version of this machine. The grant will enable Hamilton to develop and test self-teaching machine materials for courses in logic, mathematics, French, German, and psychology.

The second machine was introduced in April at the New York Institute of Technology. This machine, said to have been 12 years in the making, operates like a private tutor. It tests the student and records his answer as correct or incorrect. If the latter, it spurs the student on to rectify his mistake, making him repeat the problem until he has the right answer.

This machine does not tolerate carelessness in pupils. "Listen, son," it said in a demonstration lesson, "you are being very careless. You really should study a lot harder."

* * *

Ghana's First Book Exhibition

An exhibition of educational books held from January 5 to 9 in Accra, capital of Ghana, attracted a total of 12,000 visitors from all parts of the country. Organised by the Ghanian educational authorities, the display provided an opportunity for numerous meetings between educationists and publishers to discuss problems such as the provision of school books, and the maintenance of stocks of other books. The need was stressed for more books with a Ghanian background. (Unesco)

* * *

Problems of Education in Africa

Experts from different countries spent six days at Jos, Nigeria, examining the problems of education in Africa and working out provisional solutions.

The fruits of their work were made available in June and thereafter circulated to interested and knowledgeable parties and organizations. The reports and recommendations were again scrutinized and debated in Washington, D.C. for two days beginning July 27. After final drafting, a report will be submitted to the Executive Committee and Assembly of WCOTP for ratification and action.

The meeting at Jos was attended by experts from Nigeria, Ghana, Sudan, and Gambia, as well as England and the United States. It was the first meeting of the WCOTP Exploratory Commission on Educational Policy for Africa.

All levels of education were examined—primary, secondary and higher education, teacher-training and adult education.

The Exploratory Commission was unanimous in concluding that a permanent Commission on Educational policy for Africa be established by WCOTP, and worked out recommendations as to its organization.

* * *

WCOTP Asian Committee Meeting in Malaya

A variety of steps to improve Asian education and the economic and social status of the Asian teacher were advocated at a four-day meeting of the Asian Committee of the World Confederation of Organizations of the Teaching Profession held at Kuala Lumpur in April this year.

The Asian Committee made the following recommendations for consideration and action by the Executive Committee and Assembly of WCOTP which met in August in Washington :

Establishing in each country negotiating committees consisting of both teachers and employer representatives which would, in a co-operative rather than antagonistic spirit, settle educational disputes.

Establishing audio-visual libraries in each country to exchange material on life in various countries and thereby contribute to common understanding.

Combining teacher groups wherever possible into one federation in each country, or establishing a national council composed of representatives from each organization where federation was not yet possible ;

Exchanging newsletters and bulletins between the various national teacher organizations, and increasing the distribution of WCOTP publications ;

Encouraging the production of booklets on the life of children in their areas, to be produced with the assistance of the World Confederation ;

Establishing a nine-member special commission to study Asian educational problems. This commission would consider among other things the desirability of establishing a permanent commission which would constantly review the effect of Asia's rapidly-changing social and economic life upon education.

* * *

Promotion of Mutual Understanding

Three new publications of the World Confederation of Organizations of the Teaching Profession are now being distributed. They are : *Audio-Visual Aids for International Understanding*, *Your Friends in Japan*, and *A Reading Guide to Asia for Teachers*.

More than 1,200 films, filmstrips, slides and records are listed in *Audio-Visual Aids for International Understanding*. Selected mainly by national teacher associations to present life in their own countries, the listing represents 40 nations on all continents. Descriptive data, prices and places where each item may be obtained are given, and where possible the recommended age group is noted. A directory of government and private sources in 49 countries where audio-visual aids may be obtained is also included.

The listing was produced by the research department of WCOTP with some financial assistance from Unesco.

Your Friends in Japan describes the day-to-day life of some children in a Japanese fishing village. The 16-page booklet is designed for children from 9 to 13.

The booklet was published by WCOTP to encourage its member associations to produce similar works.

The Reading Guide on Asian Books was compiled in preparation for the eighth annual Assembly of Delegates, whose theme is "Teaching Mutual Appreciation of Eastern and Western Cultural Values". The 16-page booklet has a selected listing of books dealing with the history and cultures of lands and peoples in the geographical area from Japan to Pakistan. It is geared to the special needs of the conscientious teacher in many lands.

India Wins Freedom; by Maulana Abul Kalam Azad; Published by Orient Longmans (P) Ltd., Bombay; 1959; *Price Rs. 12.50.*

INDIA WINS FREEDOM by Maulana Abul Kalam Azad is a refreshingly frank political testament of a national leader who played a significant role in shaping India's political destiny at a fateful period in her history. The book reflects the searing intensity of his convictions, his incisive political analysis which leads one almost into the cold dissecting chamber of history, his efforts to synthesize a wide spectrum of political predilictions and preferences into a single beam of national patriotism and his anguish and travail as he watched his ideal of united India vanish into communal holocaust and partition.

In this volume, Azad begins the story from 1935 when the Government of India Act was passed. His political acumen is obvious from the way his stand on important questions has been vindicated time and again by subsequent events. In 1937, he opposed the boycott of general elections and favoured office acceptance in the provinces. When the Second World War loomed on the horizon, Gandhiji opposed India's participation in it in any circumstances even if such participation meant achievement of India's freedom, but Azad felt that the world was divided into two camps—Nazism and Fascism on the one hand and Democracy on the other and India should side with the Democracies provided she was given freedom, but if Britain refused to give her freedom, India should non cooperate and offer no help to Britain in her war efforts. When war actually started, Azad felt that India must align herself with the democratic powers while to Gandhiji, according to Azad, the issue was one of pacifism and not of India's freedom. Azad felt that Congress was not a pacifist organization but one for achieving political freedom and so the issue of pacifism was irrelevant to Congress. Gandhiji opposed India's participation in war under any circumstances. To Azad non-violence was a matter of policy, to Gandhiji one of creed. The participation of India in war amounted, in the eyes of Gandhiji, to repudiating the very basis of India's non-violent struggle for freedom. Azad contended there was a distinction between an internal struggle for freedom and an external struggle against aggression.

Inspite of these differences, the goal of Indian freedom remained to Azad as fixed as the pole star. In the event, when in August 1940, the viceroy invited him to discuss the question of Congress' participation in the Government on the basis of an expanded Executive Council with larger powers, he declined the invitation even without consulting his colleagues as there was no common ground between national demand for Independence and viceroy's offer of an expanded Executive Council. The British attitude united Gandhiji and Azad though their basic approach remained different. When 'Individual Satyagraha' was launched in 1940, the actual programme followed was the one on which they both agreed despite radical difference in their

attitude towards non-violence.

Gandhi-Azad differences persisted throughout the political negotiations during the war years and thereafter. In regard to Cripps proposals, says Azad, Gandhiji was opposed to them from the beginning because of his opposition to war, while Nehru favoured their acceptance because of his attachment to the democracies. To Azad, acceptance or rejection depended entirely on the issue of Indian freedom—to accept Cripps offer if it was likely to lead to freedom, and reject it, if it did not. Throughout the negotiations with Cripps, Azad's efforts were directed towards getting it modified in a form which Congress could accept.

Early in 1942, as the Japanese advanced, Azad felt that, in case the Japanese army reached Bengal and the British withdrew to Bihar, Congress should step in and take control of the country before the Japanese could establish themselves, thus capturing power during the interrugnum, while Gandhiji and Patel felt that if the Japanese ever came, they would come as enemies of the British and not of India and hence if the British left India immediately, the Japanese would have no reason to attack India. If the British agreed the Japanese could be told that they should not advance any further. If, in spite of this they advanced, it would be an attack on India and then India would oppose Japan with all her might. Azad disagreed with Gandhiji on his reading of the situation.

In 1944, Gandhiji was released. He felt that his release was the result of a change in British policy. Thus encouraged, he arranged to meet Jinnah. Azad felt that Gandhiji was making a great mistake and that Jinnah would only make political capital out of his meeting with Gandhiji, thus aggravating the political situation.

Azad regarded Lord Wavell's proposals at the First Simla Conference as not different from Cripps' offer but he pleaded for their acceptance by the Congress. In view of the changed circumstances and of the fact that the British would have no reason, once the war was over, to seek Indian cooperation, he pleaded for Congress participation in the Simla Conference and acceptance of the proposals if they were at all suitable.

When Labour Government headed by Attlee came to power in Britain, Azad pleaded that Congress should not start a new movement but participate in the General Elections and give Labour Government an opportunity for proving its bonafides. Later he pleaded for the acceptance of the British Cabinet Mission Plan since basically it was the same as his own outlined in his statement of 15th April 1946 and the only addition was the institution of three sections. Accordingly, Congress accepted the scheme while the Muslim League rejected it reversing its earlier decision. He persuaded his colleagues to accept the invitation of the British Government to meet in London in December to resolve the deadlock. The Conference failed mainly because of differences concerning the interpretation of the clauses relating to grouping in the Cabinet Mission Plan. Jinnah argued that the Constituent Assembly had no right to change the structure of the plan of which Grouping formed an essential part. He contended that the provinces must first join the Group and could, thereafter, if they wished, separate. The Congress, on the other hand, argued that provinces could start as separate units and could, thereafter, if they so wished, join the Group. The British Cabinet held that Jinnah's interpretation was correct. Azad felt that there was some force in Jinnah's contention.

Attlee decided that the political uncertainty consequent on the failure of London Conference, should not be allowed to continue and a definite date should be fixed for the withdrawal of British power from India. Lord Wavell disagreed on the ground that it would be dangerous to withdraw without a previous understanding between the Congress and the Muslim League and so he wanted to persist with the Cabinet Mission Plan. When Attlee did not agree, Wavel offered his resignation. Azad wondered if it would not have been wiser to have followed Wavell's advice.

Azad says that Mountbatten had given a new turn to the political problem and impressed first upon Patel and then upon Nehru the inevitability of partition. Azad tried to persuade Mountbatten to take a firm stand on the Cabinet Mission Plan. When Gandhiji also changed his mind and

agreed to partition under the influence of Patel and Nehru, says Azad, Mountbatten had replaced the Cabinet Mission Plan with his own plan for partition. Azad now tried to let the *status quo* continue, deferring *de jure* transfer for two or three years in the hope that Muslim League could be persuaded to come to a settlement. But Mounbatten finalized his plan. On 14th May 1947, Azad met him in a final but futile bid to save the Cabinet Mission Plan. In the light of communal bloodshed which accompanied partition, Azad feels that perhaps Wavell was right.

Referring to the 3rd June Declaration of Mountbatten, Azad thinks that the change of attitude on the part of the Labour Government was governed more by considerations of British than Indian interests. A new State formed according to Muslim League demand was bound to remain in the Commonwealth and if so, India would be compelled to follow suit.

When the A.I.C.C. accepted partition on 14th June 1947, Azad pressed for a unified Army Command to avert the spreading of communal virus to the army. While Mountbatten supported him, Azad was vetoed by his own colleagues. When the armed forces were divided on a communal basis, either they remained passive spectators of a ghastly communal holocaust or joined in the sanguinary strife. Azad also opposed the division of services on communal lines merely because political necessity had led to partition. His view was accepted with the result that the services were given the right to opt permanently or provisionally.

The life of Azad is a stirring saga of towering intellectual prowess and inflexible purpose consecrated to the cause of his country's freedom. He spearheaded the national movement when he was only in his teens and almost till his death, he had little time to relax and pluck flowers on the way. Alone, he took upon himself the Sisyphean task to avert partition. When the Congress crossed the Rubicon and the country was deluged by a swelling tempest of communal insanity, he proved a beacon light in Stygian darkness. The great tragedy of his life was that while he crowned every milestone in his life's path with roses of sacrifice and suffering for his country's freedom, in the last few miles of his life's journey he was forced to wet it with tears in the wake of religious fanaticism and bloodshed. The pages of *India Wins Freedom* reflect faithfully both the facets of his life.

C.K.

Secondary School Administration—Its Principles and Functions in India : by Dr. S.N. Mukerjee ; Published by Acharya Book Depot., Baroda ; 1959 ; pp. 348 ; *Price : Rs. 10.00.*

WITH THE CHANGING CONCEPTS in education, and the diversity of problems facing the educational administration in free India, a new book on Secondary School Administration is to be welcomed. The school of today is an entirely different phenomenon from the school of even two decades ago. The material of this book has been developed as a result of the needs the author felt in his long educational experience in Secondary schools, in inspecting and administrative positions and in his work at the teacher-education level.

The book has been divided into five parts, each discussing a major administrative aspect. A secondary school administrator of today, needs some orientation in the basic concepts of administration as well as the background of secondary education, and the administrative structure of Indian education. Part One deals with these aspects. The author believes that such an orientation can help him in developing a better understanding and appreciation of the functions of Secondary education. Part Two, throws light on the school principal who occupies the most important position in the school hierarchy. His administrative responsibilities, the organization of the internal functions of the school, the school office and records, school building, as well as the objectives and functions of school inspection are included in this part. In the section on organizing for instruction, there is emphasis on the fact that the dynamic force of the school is the teacher. The author believes that "there is no greater need for the cause of education today, than the need for strong manly men, and womanly women as teachers

for the young. To secure these for the schools of the nation, we may give the best of our thought, the wisest of our legislation and the most beautiful of our wealth." Home-school relations, school-community relations and the evaluation of secondary schools, are the issues discussed in the section on "The School and its Partners." The author believes that "we should first know where we are", then "whither we are proceeding ?" and finally "what to do and how to do it ?" "Self-criticism and self-appraisal are very necessary for judging one's good points and limitations, and help one in further improvement", and this principle is applied in the evaluation of the secondary school. The chapter on school guidance and pupil-records is a valuable part of this book, and contains useful and practical suggestions for the teacher as well as the administrator.

Instead of discussing the clerical and routine administrative procedures, this book lays special stress on the educational aspect of the schools' functioning. It also examines and critically appraises the basic theories of democratic adminstration, which can be made to operate succesfully in a secondary school system. In fact the central theme of the book appears to be the meaningful implementation of the democratic philosophy of education in administrative practice; but in discussing its philosophical aspects the author displays practicability and realism in terms of the conditions existing in India. Reference has been made throughout to the efforts of the Union Ministry of Education as well as the All-India Council for Secondary Education in this direction. The report of the Secondary Education Commission and the proposals for conversion of existing schools into multipurpose schools with diversified curricula have been discussed in this connection.

An additional feature of this volume, which enhances its utility is a list of thirteen figures illustrating the administrative process, the structure of democratic leadership, budget plans etc. There is an exhaustive index at the end of the book, and a bibliography has also been given at the end of each chapter.

Since the book is intended for those who administer Secondary education, it should be read by educational inspectors, principals, supervisors, teachers, student-teachers and others who are interested in Secondary education. Its refreshingly new approach makes its reading worthwhile, for from its pages one can see a renaissance entering education in India today. Perhaps some suggestions on tackling the problems of wastage and leakage at the secondary level, as well as of overcrowding and of large classes could be added to enhance its utility to the classroom teacher and principal.

KAMALA BHATIA

Japan—Its Land, People and Culture : compiled by Japanese National Commission for UNESCO, Tokyo, Japan ; 1958 ; p. 1078.

HAVING SEEN THE GLOBAL UNITY, and brought distant lands close to one another through his scientific achievements, emotionally, man is still not quite prepared to meet and greet his neighbour and love him. As a result of what has been done during the last half century, with ever increasing speed, in the realm of science, modern man finds that he has something positively to do with the peoples of the world today. Still a lacuna exists in mutual understanding and appreciation among those who have factually been brought close to each other. In the absence of adequate knowledge of others, and sometimes even the means to acquire it, there is apathy in the effort to understand, notwithstanding the appreciation, sometimes overdone, that sounds like patronising.

"Japan, Its Land, People and Culture" prepared by the Japanese National Commission for Unesco, is a laudable attempt to fill this gap, and to reduce ignorance among other peoples about Japan and Japanese way of life. It is "intended to give foreigners an authentic picture of Japan, past and present". Its appearance in the universe of books is uniquely representative of the Japanese character, viz., their sensitivity that makes them realise the need and desire in other peoples to know and understand them, and their will to help others in understanding them as they know themselves, through presentation of themselves in this book.

Rather voluminous, the book in no way creates a feeling of 'keep your hands off me' even in a feeble reader. As a matter of fact, its attractive get-up, its lovely illustrations, graphs and tables, are extremely inviting. One cannot but pick up authentic facts about Japan even while casually turning its pages to enjoy looking at the beautiful pictures it contains. Being encyclopaedic in nature, the book covers all aspects of Japanese life together with her geographical, historical, social, economic and cultural backgrounds. However, a person engaged in a more intensive study of specific aspects of Japan, like her dance, drama and music, or the development of spiritual thought in Japan, would find the book barely informatory. All the same, it goes without saying that one generally interested in the study of Japan could be initiated into further investigations through the contents of this book. And, for that matter, it is essentially a reference book that any library or home would be proud to have on its shelves.

The Japanese National Commission for Unesco well deserve to be congratulated on having accompalished a task that contributes to the proper understanding of their land, people and culture which fascinate the West as well as the East, on account of various reasons, of course.

SHAKTI DATTA

Guidance in the Elementary Classroom : by Gerald T. Kowitz and Norma G. Kowitz ; Published by McGraw-Hill Book Company Inc., New York ; 1959 ; pp. 314 ; *Price $ 5.75.*

THE IMPORTANCE OF GUIDANCE SERVICES in Secondary schools is now universally recognized, although the implementation of the idea, specially in the under-developed countries, is still far from realization. The significance of guidance in the elementary school, however, has not been adequately realized either by the educational administrator or the classroom teacher. It is, therefore, heartening to come across a book like this which deals with the problems of guidance at the elementary school level.

In our Basic training schools some little effort has been made to orient student-teachers to the psychological and educational needs of the growing child and to initiate them into the methods of child study, but frankly speaking, the emphasis on this aspect of the work of the prospective teacher has not been adequate either in terms of the time spent on it or in terms of the quality of the instruction. This is due to two reasons mainly : one, there is little time available for such a study as the student-teachers are engaged mostly in the learning of crafts and of the techniques of craft and correlated teaching ; and two, the teachers in these institutions are themselves not sufficiently grounded in the philosophy, psychology and techniques of guidance. For such teachers a textbook like the present one by the Kowitzes should be extremely helpful.

The authors rightly stress the preventive role of guidance in the elementary school. If the individual needs of children at this stage are adequately met, the incidence of problems at the secondary stage can be appreciably decreased. There is need in the elementary school, as much as in the secondary school, for a recognition of the child's individuality and of his rights as a person. His personal success demands as careful consideration and preparation as his vocational success. The school, therefore, have a great responsibility for providing training in group relations, personal adjustment and propitious use of leisure time. This training is not meant to replace the traditional goals of academic achievement but to supplement them. These goals of formal education are best reached by use of group of techniques and methods referred to as the guidance services. The elementary teacher is in an excellent position to provide guidance. He is usually the first professional person to have extended contact with the child. There are many difficult and unfavourable situations which can be easily corrected during the elementary years. If they are not corrected, extended therapy may be needed later on.

It must be remembered that the guidance function of the teacher is not yet another or separate function. On the contrary, guidance has a close and practical relationship to teaching and learning, to child development and mental hygiene.

Guidance is an overall function in the entire teaching situation. The teacher who is aware of this function seeks to maintain a harmonius classroom atmosphere: she respects the individuality of her pupils ; she recognizes the impact of the group upon individuals ; she teaches individual responsibility ; she generates a desire for achievement, anticipates variations in pupils and regulates expectations ; she provides opportunity for mastery, reduces pressures for conformity and provides adequate materials for the achievement of these various goals ; and finally, she seeks to form a bridge between the child and the community not only by providing for the child an introduction to the community but also by training him for adulthood.

Training for guidance in the elementary school, therefore, is nothing different from training teachers to study and understand children, to provide for individual differences in teaching and to create conditions for wholesome adjustment. As the principles of mental hygiene are the foundations of both good teaching and successful guidance, the practice of mental hygiene becomes the basis of guidance in the elementary classroom. This is the thesis of the book under review and the various chapters are intended to help teachers to be successful mental hygienists if they wish to be successful teachers. The two major purposes of the book, therefore, are "to increase sensitivity in the teacher to the relationship of the child's personality to his behaviour in the classroom and his structured activities, both academic and non-academic", and "to propose and discuss techniques for the teacher's use in helping children to meet and to solve their problems". The authors have tried to keep in mind the daily classroom operation and the topics discussed have been derived from the classroom experiences of teachers in service. The illustrations and presentations have also been selected to focus upon these experiences. This makes the whole treatment realistic and interesting.

This is the type of book that would be worthwhile translating into Hindi and other regional languages for use in our training schools.

E. A. PIRES

'O' Level Tests in English Language: by L.E.W. Smith ; Published by Methuen & Co. Ltd., London ; 1959 ; pp. 204.

In 'O' LEVEL TESTS IN ENGLISH LANGUAGE, L.E.W. Smith provides a set of exercises for pupils preparing for such test in the G.C.E. examinations in England. Forty separate papers on the pattern of the prescribed test are given in the book, followed by answers to such of the questions as admit of definite answers, and *possible* answers to the other questions, except for 'essays',

Each question paper consists of three types of questions. The first is a composition on any one of a number of given subjects. The second is a passage for precis. The third is a varying number of comprehension tests, based mainly on the passage set for precis, and including tests of the candidate's vocabulary and grammar. Though all this should be useful, one does not expect anything lively or exciting in an assemblage of question papers. The special merit of this book is that the tests are lively, and provide a contrast to the horrible dullness of the usual test paper in English composition. For teachers of English in India, the book provides admirable and sometimes ambitious models for testing the students' ability to understand and write English. Some of the tests are less easy than others, but in the field of learning, ambition will never be a vice.

Among the subjects for composition are many unusual ones, such as: (1) an interrupted task ; (2) 'The younger generation want all their amusements ready-made for them.' Do you agree ? (3) 'An invention I should like to make' ; (4) The latest craze; (5) Write a fable with the title, 'The Elephant and the Butterfly.' Even the usual subjects are often worded in an unusual manner. For instance : 'Science has gone too far' : What do you think ?

The forty passages selected for precis provide good reading. The author in his Preface says that he has purposely slipped in a few dull ones, as such passages often occur in the examination and pupils must learn to concentrate on what does not interest them. This is the only aspect of

the book in which he has failed, for the pieces selected by him are all interesting, ranging through fiction, biography, travel, the social and physical sciences and even letters to newspapers. It is not often that a pupil gets a precis exercise that begins : "A good fairy with the interest of the nation at heart might sensibly decide that Britain would benefit if the Thames were tuned into an inexhaustible river of petrol". The forty pieces, besides serving as good material for precis work, will help to introduce the pupils to many good books.

The precis is itself one of the best of comprehension tests. In each paper, this is followed by a number of questions that keenly test the pupil's understanding of the given passage. To these and the grammar and vocabulary tests that follow, the author has been able to impart the quality of an intellectual game. In a difficult field the author has succeeded in avoiding the humdrum, and the unlimited variety of the kinds of exercises in this book should be stimulating to the teachers and students who use it.

V. V. JOHN

Teaching in the Nursery School : by Sallie Beth Moore and Phyllis Richards ; Published by Harper and Brothers, New York ; *Price $ 5.50.*

RESEARCH EVIDENCE in recent decades has dispelled all naive and over-simplified notions of teaching in the nursery school. It has been revealed that the variables to which attention requires to be paid are more than the externals supplied by administrative enterprise. Such factors as the skill and quality of the teacher, a rich and selective environment, satisfying inter-personal relationships, socio-metric choices, motivation, consciousness of a measure of success and appreciation on the part of teachers and pupils; as well as an understanding of the significance of activities in which they are asked to cooperate—all enter into the teaching situation and render it sensitive and complex.

Those hazarding the adventure of teaching in the nursery school and others concerned with the welfare of children, therefore, would find in this lucid publication expert guidance in structuring the total components for desirable and effective outcomes.

The book discusses in informal style a variety of subjects of vital importance to the practising teacher. Part I outlines procedures for the manipulation of the physical and living environment to ensure the health and safety of children and the fostering of their aesthetic talents. Planning opportunities for science and language experience is also discussed.

Part II reviews the values inherent in a team approach to nursery school education and recounts the factors involved in satisfactory inter-personal relationships within and without the school campus. The need for striving conscientiously towards warmth, acceptance, appreciation of strengths in each other is widely stressed. Due emphasis is laid on utilizing opportunities for sharing so as to establish rapport. Priority is accorded to improving the quality of parent-teacher relationships through conferences, home visits, school visits, news letters etc. so as to facilitate the accomplishment of goals.

The quality of the teacher is of supreme significance in a nursery school. This involves as a priority planning for their continuous growth. Chapter IV suggests norms for objective appraisal of teacher growth in development of attitudes, competencies, etc. Parents' reactions, children's, reactions, discussions with fellow teachers, cooperative appraisal with the Director, check lists, factual notes, anecdotal records etc. are some of the procedures suggested.

Part V discusses opportunities for the teacher's personal and professonal progress through keeping up-to-date on ways of solving professional problems through continued experimentation, study of the community, observation of other teachers and schools, maintaining professional ethics, membership of organizations, study of professional opportunities etc.

Professor Sallie Beth Moore and Phyllis Richards have drawn from their rich and varied experience in directing nursery schools and student-teachers in preparing this understanding and illuminating book. It presents some fundamental but hitherto unverbalized concepts in teaching young children and constitutes a source of help in determining physical set-ups and establishing standards.

The publication is, however, lengthy and regresses at times into describing details of minor significance which may well be left to the initiative, imagination and originality ofthe teacher. It is structure-centred in conception and areas in methodology do not come within its scope.

Nevertheless, the book is encyclopaedic in its operational area and a stalwart standby to those concerned with nursery schools. Teachers, directors, parents, school-board members and social workers will find in it a veritable treasurehouse of wisdom.

A. COELHO

Man And His Music—The Story of Musical Experience in the West—The Sonata Principle (From C. 1750);. by Wilfrid Mellers; Published by Rockliff, London; 1959; Price 27 sh. 6 d.

THIS VOLUME PORTRAYS the birth and development of the Sonata form in the second half of the 18th century which marked a crucial turning point in the history of European music of the period. Tradition and revolution are interwoven in the music of the time and the chain of creative talent links the composers' lives and their music. The artist's reactions against certain social conventions which reflected the world in which they lived inspired the creation of a new and revolutionary form with a renewed dynamic force in their music. The book describes the popular style and the style of sensibility interacting and fusing into the "mature sonata idiom of the age of enlightenment."

The author evaluates and explains in detail the principle of the Sonata which remained the basic principles of composition for nearly two centuries. This was, however, frequently reformulated by the experience of each composer. The dominating influence of the Sonata form was felt all over Europe, even permeating the field of opera. We see in France and Italy the creation and development of a new kind of opera from the synthesis of the old operatic traditions of these countries. The change in the operatic style in France was parallel to that of Italy. These operas were closely interlocked with the Sonata of Austria. These two revolutions in music though different in character, influenced each other and they both expressed the social and philosophical pattern of the period.

In this book composers are dealt with according to their contribution to the creation and perfection of the Sonata and opera. In the background of the Sonata epoch were two creative impulses—the idea of revolution and the escape into dream. The former we see in Beethoven and in Schubert. Through the works of Haydn, Mozart, Beethoven, Schubert, Bruckner, Brahms and Mahler is traced the growing intense conflict of the 18th and 19th Centuries, a conflict in society itself.

"Man and his Music" though illuminating for senior school students and undergraduates will be of great value to those whose knowledge of Western music is limited. Its style and conception of the history of music will appeal to all those that have the urge to approach music as a personal experience especially today when man's potential growth is discouraged, when our fundamental belief in life is being undermined, and frustrations weigh down the spirit.

LEELA LAKSHMANAN

New University: by Jack Simmons; Published by Leicester University Press, Leicester: pp. 233; *Price 12s. 6d.*

IN THE "NEW UNIVERSITY," Professor Jack Simmons of the Department of History in the University of Leicester, the newest of the civic universities of Britain, surveys the development of the modern English Universities as a whole and tells the story of the University College of Leicester from its foundation in 1917-21 to its establishment as an independent University in 1957.

The book is divided into nine chapters. Chapter I gives a broad outline of the expansion of the English Universities particularly in the 19th and early 20th centuries. Chapter II deals with the peculiar local problems of Higher education that Leicester and the East Midlands had to face in common. Chapters III to VIII, while mainly tracing the history of the College and the University of Leicester notice, in passing, the process of the general development of University education in England since 1918.

Chapter IX reviews the posisition in retrospect in an attempt to place the University against the background of its time and indicates some of the experience arising from its history.

The book gives ample illustration of how private enterprise and endowment have hitherto aided the development of education in England. Leicester being an industrial centre, easily provided a large number of donations and bequests which made the opening of the University College in October 1921 possible. One noticeable feature about these donations is that they were not confined to business and industrial magnates only. Donations in cash and kind, particularly in the shape of books and libraries, came from all strata of the society. In fact, the citizens of Leicester in their attempt to have a suitable war memorial in 1918 considered that this could be achieved best by the foundation of a University. On the day after the armistice of 1918 was concluded, an announcement was made in the *Leicester Daily Post* of receipt of gifts of £ 100 from one doctor in the town and £ 500 from another as "thank-offerings for peace" to be devoted to establishing the University scheme as a war memorial. Other donations, big and small, began to pour in ; and by January 1920 a sum of £ 1,00,000 was collected for the University scheme apart from the value of the land and the building, donated by a munificent philanthropist. The donations in 1951 amounted to £ 2,61,000. King George V who visited Leicester in June 1919 commended the efforts of the industrialists of the city to found a University College, which, while bringing liberal education within the reach of all would establish that contact between research and industry which was of vital importance to the future commercial prosperity of the country.

But the financing of Universities by means of private donations is now apt to be a thing of the past. The complexity of the present type of University education inevitably demands heavy capital and recuring expenditure which connot possibly be financed by private donations, however, magnificient. Leicester will perhaps stand last in the succession of British Universities founded and developed by private benefactors. In future the initiative in establishing new Universities will have to be taken by public bodies, by local authorities and Central Government, working together.

The role of the University Grants Committee (abbreviated as U.G.C.) of Great Britain has been lucidly described in the book. The evolution of this institution in Britain with its healthy conventions is helping the Universities to continue their normal functions and to develop. It has steadily pursued a generous policy and has been sometimes a sympathetic critic giving to the new University the benefit of an experience and knowledge that it could not of itself possess.

Another feature vividly described is the part played by the University of London, which stands in a class by itself, in promoting and maintaining the standard of University education throughout the British possessions and particularly in England. Its relation with the University College at Leicester as with other institutions in England, have been of the happiest kind.

The book is profusely and beautifully illustrated.

S. BHATTACHARYA

Fundamentals of Measurements : by N.M. Downie ; Published by Oxford University Press, New York ; 1958.

'If a thing exists, it exists in some amount and if it exists in some amount, it can be measured.' This is how the testing movement was started in the U.S.A. by the famous psychologist E. L. Thorndike while his contemporary A. Binet did the preliminary work on intelligence testing in France. Ever since, education in the West has tended to become 'evaluation-biased' and subsequently, intelligence, aptitude, achievement and personality tests were constructed in large numbers for use in educational institutes, hospitals and industries. Downie's book 'Fundamentals of Measurements' is an attempt to present, in a consolidated manner, the work being done in different fields of testing for beginners in Psychology, Psychometery and Education and also for the benefit of the school psychological service. The book lists, together with brief history,

most of the tests constructed in the U.S.A., bearing illustrations of all the major tests in order to give a clear idea of the test itself. The glaring omissions, however, are in respect of tests for children in elementary schools, tests for feeble-minded and backward children and tests for the gifted children.

The book mainly consists of three sections, (a) Elements of Statistics ; (b) Achievement Tests ; and (c) Tests of Special Abilities. The Statistical section, which is intended to impart basic instructions in techniques of test constructions and interpretation, presents only elementary knowledge of statistics like scores, grades, norms, etc. The reliability and validity aspects of the test have not received adequate treatment. The material would, however be of interest to elementary students of psychology who do not intend working on test construction.

The section on achievement test deals mostly with objective tests for use in various subjects and mostly consists of item-choice tests and essay type of tests which would be useful to teachers in secondary schools in U.S.A. The treatment, here again, is somewhat superficial. The third and important part of the book deals with the measurement of special abilities and the study of interest and socio-economic background. These portions are of informative nature and indicate the progressive change of emphasis in the tests about the mechanical ability and vocational skills from mechanical handling of various gadgets to the study of scientific mechanical bent of mind through paper-pencil tests.

The book also deals with the study of the personality of the students through autobiographies, diaries, socio-economic techniques and inventories and the projective techniques. The author, however, has not laid stress on the need of using projective techniques in schools, because, according to him, 'the projective tests are generally used by a trained clinical psychologist and since most of the schools do not have such an individual on their staff, very little would be given to describe the instrument'. Although one can fully appreciate the views of the author that the projective test need only be used by a trained clinical psychologist, one fails to find sufficient justification for the lack of detailed description of projective techniques in the book. Projective techniques today are considered as the chief tools for measuring the dynamics of personality and school psychological service cannot be rendered effectively and efficiently except by those who are well trained in the clinical aspects of testing. The book would certainly have improved, if the clinical approach had dominated the chapter on personality study. In its treatment of intelligence and achievement tests also, the book lacks details. No attempt has been made anywhere to present tests in an inter-related fashion so as to facilitate their relative importance and the comparatively easier methods of scoring and to improve the gestalt of the readers. After reading the sketchy treatment of tests in the book, one finds it difficult to form any definite opinion about the selection of tests which could be used in emergencies and in a short time. On the whole the book can be compared to a well illustrated catalogue which lists all type of American tests without the slightest indication of scoring and interpreting them and without having any justification for the claim of presenting general principles of psychological and educational measurement.

P. D. KHERA

Measurement for Guidance: by John W.M. Rotheney, Paul J. Danielson and Reobert A Heimann ; Published by Harper & Brothers, New York ; 1959 ; pp. 378.

AN EXTRACT FROM CARL JUNG, given at the opening page of the book, charac-teizes the approach of the authors to the important but very complex subject of measurement for guidance. The extract reads : "If I want to understand an individual human being, I must lay aside all scientific knowledge of the average man and discard all theories in order to adopt a completely new and unprejudiced attitude. I can only approach the task of *understanding* with a free and open mind whereas knowledge of man or insight into human character presupposes all sorts of knowledge about mankind in general".

Nobody will deny that this is the only rational approach to an understanding of

the individual, and is also basic to all guidance work. But contrary to all tenets of individual psychology, we have been too much led away in the past by a mass approach in guidance. Frequently basing our judgement on scores obtained through tests administered to a large number of people simultaneously, we have been guilty of making foolish mistakes in counselling individuals.

This book which is intended to help the professional counsellor in making wise use of tests at the time of their selection, administration and interpretation, will therefore be very much welcomed by all those who are working in the field. The book is divided into nine chapters each of which discusses some problem which concerns testing for individual counselling.

The first chapter serves as a sort of introduction to testing in general. It stresses the point that "testing for counselling is a differential not a mass procedure" and that "tests are likely to be most useful where they are selected for use in answering *specific* questions about *particular* counsellees".

Chapter two deals with the variety and sources of tests, knowledge of which alone helps in wise selection of tests. A complete understanding of the criteria which should govern test selection is also necessary for professional counsellors. Chapter three deals with them. The practical application of these criteria in so far as they concern test scores and their interpretation are discussed in chapter four.

Chapter five draws the reader's attention to a very important publication, namely, the Technical Recommendations for Psychological Tests and Diagnostic Techniques in Test Selection. These recommendations have been reproduced and discussed in great detail in this chapter.

Chapters six and seven deal with one of the most important problems of tests, namely, recording and reproducing test scores and combining them with other data for counselling. These chapters form the very essence of the book.

Chapter eight is devoted to a discussion of Personality Assessment. Both the structural and projective methods have been dealt with. The concluding chapter entitled "The Future" has a lot of refreshing and challenging ideas to give. At one place the very basis of present-day psychometrics has been questioned. The chapter ends with a note of scepticism about the future role of tests in counselling. The authors also advocate, and perhaps rightly so, the development of a healthy scepticism which "would not reject a wise and tempered 'subjectivism' in favour of blind and emperical 'objectivity' simply because the latter use the language of mathematics and the former the seemingly less precise language of description......It is a scepticism that takes nothing for granted, and keeps the counsellor seeking dependable devices to help his counsellees to help themselves to make sound decision about their plans and actions."

The book has been written in a very simple and easy style. Intended for use in the pre-service and in-service training of counsellors and guidance workers, it abounds in practical hints and suggestions for them. Never claiming to be an original piece of work, it presents a point of view which from all theoretical and psychological considerations is nothing but sound and appealing.

BAQAR MEHDI

General Education and Indian Universities : by G.D. Parikh ; Published by Asia Publishing House, Bombay ; 1959 ; *Price Rs. 10.50.*

An important development in University education which has received considerable attention during the past few years is the attempt to provide a more broad-based curriculum for the first Degree through the introduction of General education courses. Such an approach was recommended by the University Education Commission (1948-49) which was also considered in detail in 1955 by a Consultative Committee of few Vice-Chancellors. On the recommendations of this Committee a Study Team was sent to the USA and the UK to study the organization of General education courses in those countries and to suggest suitable courses which may be adopted by the Indian Universities. The Report of this Team was examined and discussed by the Universities in regional conferences held at Aligarh, Baroda, Calcutta and Hyderabad. Most of the participating Universities have accepted

in principle the idea of introducing General education courses as part of the three-year Degree course and in this respect have considered suitable revision of the syllabuses for the first Degree. Some of the Universities have already made a beginning towards introducing this important reform.

Professor G.D. Parikh, Rector of the University of Bombay was a member of the Study Team which visited the U.K. and the U.S.A. and in the present book he has put together the results of his observations and study during his visit and has made valuable suggestions.

The main quality of this book which strikes the reader is that it is well documented and is most realistic. It opens with an analysis of the American conditions in the context of which the General education movement has developed. In fact in the U.S.A. there have been numerous experiments in schools, colleges and universities in this field. The author has discussed in detail the conditions in which this movement originated in the U.S.A. This has provided a background to the discussion of the nature and scope of General education as such. One can hardly disagree with the statement of the author that we need not view. General education as in any way opposed or hostile to specialization. He has also emphasized the fact that the movement need not be interpreted as a remedy against "over-specialization".

The General education programme as such can be implemented by drawing up a suitable curriculum. The problems in this field are discussed in great detail. One of the suggestions made in this connection is that experimental courses may be developed which would let the student explore certain phenomenon in which he can make meaningful discoveries. Here again the several experiments made in the U.S.A. have been referred to.

Professor Parikh underlines the important part played by teachers because the problem of good teaching is particularly difficult in the General education programme. He considers the merits and demerits of the three important teaching methods, lecture, discussion and tutorial. The teacher's work is and will always remain the key to success of all educational experiments including those in General education. The author also makes a reference to the problem of evaluation and emphasizes the fact that examinations must cease to be looked upon as an "unavoidable appendage to their work by the teachers and must not also become a nightmare for the student". It is necessary to improve the quality of the examination as a measuring device. In this connection he refers to the efforts made at comprehensive examination by the University of Chicago.

He considers in detail the possibility of introducing General education courses in the Indian Universities. He says "we do not at present suffer from over specialization at all. Our need, on the other hand, is for greater and greater specialization. There is, therefore, an element of artificiality about the talk of correcting evils of specialization in the Indian educational context; but just as a real liberal education need not be viewed as antithetical to a technical one, so is there no necessary conflict between specialization and general courses. The function of the latter in the context of our conditions of under-development is perhaps not corrective but prophylactic". The author considers in detail the doubts and difficulties arising in launching the experiments in General education and indicates possibilities of their solution, by a proper appreciation, willingness and open-mindedness.

Inasmuch as the book refers to the crucial problems connected with the introduction of General education courses, the book is bound to arouse keen interest and help experiments in the field at the various Universities.

S. NAGAPPA

मनोविज्ञान व शिक्षा में परीक्षण और मूल्यांकन : लेखक : रमेशचन्द्र गुप्त; प्रकाशक : कृष्ण प्रकाशन मन्दिर; मेरठ; पृष्ठ संख्या : 372; मूल्य 6·50 रु०

भारतीय लेखकों ने मनोविज्ञान और शिक्षा में परीक्षण और मूल्यांकन के महत्त्व तथा स्थान पर बहुत कम पुस्तकें लिखी हैं और हिन्दी में प्रस्तुत पुस्तक

इस विषय पर एक पहली उत्तम पुस्तक है। इसलिए लेखक बधाई का पात्र है। अमरीका और अन्य देशों में नई परीक्षा प्रणाली के सफल होने से भारत में भी शिक्षक, मनोवैज्ञानिक और आलोचक इसकी ओर ध्यान देने लगे हैं। हमारी परीक्षा प्रणाली की आलोचना सन् 1902 ई० में भारतीय विश्वविद्यालय आयोग ने पहली बार की थी। गत तीन चार वर्षों में शैक्षिक-मूल्यांकन के विषय पर अखिल भारतीय स्तर पर छ: सात संगोष्ठियाँ हुई हैं।

शिक्षा का अभिप्राय यह नहीं है कि बालकों को केवल पढ़ना लिखना ही सिखाया जाय अथवा साधारण गणित का ज्ञान दिया जाय। शिक्षकों को बालकों के पूर्ण विकास की ओर ध्यान देना चाहिए। उन्हें यह भी देखना है कि बालकों की रुचि किन विषयों में है। उन्हें बालकों को वही विषय पढ़ने का परामर्श देना चाहिये जिससे वे समाज के अच्छे सदस्य बन सकें और समाज को अधिक से अधिक लाभ पहुंचा सकें। बालकों को परामर्श देने के लिये आवश्यक है कि हमें उनके शारीरिक और मानसिक विकास का ज्ञान हो और इसकी समय-समय पर जाँच की जा सके। इसी कारण मूल्यांकन एक महत्वपूर्ण विषय बन गया है।

प्रस्तुत पुस्तक के चार खण्ड हैं। पहला खण्ड नयी परीक्षा प्रणाली के मनोवैज्ञानिक आधार पर है। दूसरे खण्ड में यह बताया गया है कि शिक्षा में मूल्यांकन का क्या स्थान है? तीसरा खण्ड बुद्धिमापन पर है, और चौथे खण्ड में व्यक्तित्व परीक्षण के बारे में व्याख्या की गई है।

पुस्तक के पहले अध्याय में लेखक ने व्यक्तिगत विभेद पर चर्चा की है और बताया है कि यह भेद न तो केवल वंशानुक्रम पर आधारित हैं और न ही केवल पर्यावरण से प्रभावित हैं। लेखक ने ठीक कहा है कि व्यक्तिगत विभेद प्रकृति तथा पोषण की पारस्परिक प्रक्रिया के फलस्वरूप होते हैं। वह थार्नडाईक के साथ सहमत हैं कि व्यक्तिगत विभिन्नता के के पाँच कारण हैं।

दूसरा अध्याय 'मानव शिक्षण व परीक्षण' पर है इसमें शिक्षा का महत्व व तात्पर्य और परीक्षाओं के भिन्न-भिन्न ध्येय बताये गये हैं। तीसरे अध्याय में लेखक ने रूढ़ियुक्त परीक्षा प्रणाली के दोषों का वर्णन बड़ी निपुणता से किया है। चौथे अध्याय में परीक्षा की ऐतिहासिक पृष्ठभूमि दी गई है और मनोवैज्ञानिक परीक्षायें जैसे शैक्षिक परीक्षा, बुद्धि परीक्षा, प्रवणता परीक्षा, व्यक्तित्व परीक्षा, एवं शारीरिक क्षमता परीक्षा के विषय में आलोचनात्मक तथा संक्षिप्त वर्णन है।

पांचवें, छठें और सातवें अध्यायों में तो लेखक ने मानसिक प्रमाण की समस्याओं पर ज्ञानोपार्जन परीक्षाओं अथवा नयी परीक्षा प्रणाली की विशेषताओं का बड़ी सुन्दर रीति से विवेचनात्मक वर्णन किया है। परीक्षाओं को प्रमाणीक्रम कैसे बनाया जाये? निबन्धात्मक परीक्षाओं में क्या सुधार किया जाये? चरित्र-परीक्षण कैसे हो सकता है? इन प्रश्नों का उत्तर तीन भिन्न-भिन्न अध्यायों में मिलता है।

बुद्धि का विकास कैसे होता है और इस विकास पर वंशानुक्रम तथा पर्यावरण का क्या प्रभाव पड़ता है? बुद्धि की क्या परिभाषा की जाये? इन प्रश्नों का उत्तर लेखक ने बड़ी योग्यता से दिया है। बुद्धि क्या है? इसके सिद्धान्त क्या हैं? इन प्रश्नों का उत्तर देते हुए लेखक ने थार्नडाईक थर्स्टन, सिरल बर्ट, स्पीयरमैन जैसे विद्वानों के मतों का हवाला दिया है। भावी अध्यापक को, अथवा विद्यार्थी को सोलहवें तथा सत्रहवें अध्याय पढ़ने से बुद्धि परीक्षण तथा प्रवणता परीक्षण के सम्बन्ध में पर्याप्त ज्ञान मिल सकता है। ख़ूबी यह है कि लेखक ने भारतवर्ष की प्रसिद्ध तथा प्रमाणित सभी बुद्धि-परीक्षाओं की भली प्रकार व्याख्या की है।

व्यक्तित्व की परिभाषा की व्याख्या करते हुए लेखक ने इसके भिन्न भिन्न तत्वों और शैलियों का भी संक्षिप्त वर्णन किया है। व्यक्तित्व-परीक्षण की भिन्न भिन्न शैलियों का वर्णन करने के पश्चात् लेखक ने अध्यापक के लिये लाभदायक साधन-अभिलेख-

संचिका का भी बड़ी चतुराई से निरूपण किया है।

लेखक के मतानुसार परीक्षण तथा मूल्यांकन का उद्देश्य मार्ग निर्देशन है। प्राचीन काल में व्यवसाय साधारण थे और पुत्र पिता के काम को आसानी से कर लेता था परन्तु औद्योगिक क्रान्ति के पश्चात् व्यवसायों का चुनाव कठिन हो गया है। प्रत्येक व्यक्ति हर एक काम को नहीं कर सकता। इसलिये सामाजिक उन्नति और व्यक्तिगत सुख के लिये शैक्षिक और व्यवसायिक मार्ग दर्शन अत्यन्त आवश्यक हो गया है। इसी विचार के आधार पर चौबीसवाँ अध्याय लिखा गया है। शैक्षिक और औद्योगिक मार्ग दर्शन करते समय किन किन बातों को ध्यान में रखना जरूरी है, मल्टीपर्पज़ स्कूलों में यह कार्य कैसे किया जायगा, इसका उत्तर आप इस अध्याय में पायेंगे।

पुस्तक की भाषा कठिन है और कई स्थानों पर प्रमाणिक शब्द ठीक प्रकार से समझ में नहीं आते परन्तु पुस्तक उन छात्रों के लिये अच्छी है जहां पर शिक्षा का माध्यम हिन्दी ही है। लेखक ने परिशिष्ट नं० 6 में पारिभाषिक शब्दों का अंग्रेजी-हिन्दी कोष भी दिया है। यह अच्छा होता यदि लेखक एक परिशिष्ट में हिन्दी अंग्रेजी के पारिभाषिक शब्दों का कोष भी दे देता। पुस्तक में भारतीय एवं विदेशी लेखकों और उनकी कृतियों के नाम स्थान स्थान पर लेखक ने दिये हैं— और उल्लेखनीय बात यह है कि निर्देश-पुस्तकों की सूची में वे कृतियाँ जो हाल में छपी हैं, सब शामिल कर ली गई हैं। लेखक की नीति विश्वकोषिक तथा विवाद रहित है। वह ज्ञानवर्धन के नाते सब प्रमाणिक बातों को छात्रों के सामने रखने का प्रयत्न करता है। और इस कार्य में उसे काफी सफलता प्राप्त हुई है। एम-ए और एम-एड के विद्यार्थियों के लिये और उन अध्यापकों के लिये जो परीक्षण व मूल्यांकन के विषय में जानना चाहते हैं, यह पुस्तक अधिक उपयोगी सिद्ध होगी।

बलदेव भाटिया

ठुमरी : **लेखक फणीश्वर नाथ 'रेणु'; प्रकाशक राजकमल प्रकाशन (प्रा०) लि० दिल्ली; 1959;**

'ठुमरी' फणीश्वर नाथ 'रेणु' की नौ कहानियों का संग्रह है। आज कल हिन्दी साहित्य के दुर्भाग्य से हिन्दी कथासाहित्य में अनेक वादों, पद्धतियों और सनकों की छूत लग रही है। इस छूत का आरम्भ कविता से हुआ था। अब इसने कथा साहित्य को भी आक्रान्त किया है। इस का परिणाम यह हुआ है कि जहाँ हिन्दी के साहित्य भंडार में विज्ञान, इतिहास, समाज शास्त्र, अर्थशास्त्र, पुरातत्व आदि विविध विषयों की अमूल्य निधि तेज़ी से संचित होती जा रही है, वहां हिन्दी का कथा साहित्य पागलों की बौखलाहट से भरता जा रहा है। पागलों जैसी अटपटी भाषा, असम्बद्ध शब्दों और वाक्यों का प्रयोग, बेतुके, अनावश्यक, अपरिचित शब्द प्रयोग और निरर्थक, सारहीन, नीरस वर्णन, न बात का सिर न पैर। प्रस्तुत कहानी संग्रह एक ऐसी ही रचनाओं का संग्रह है। पूरी कहानी पढ़ने के लिए भारी धैर्य की आवश्यकता है। कहानी पढ़ लेने के बाद ऐसा प्रतीत होता है, जैसे हम किसी एक नितान्त असंस्कृत भीड़ में आ फंसे हों जहां अनेक गँवार देहाती स्त्री पुरुष बकवाद कर और लड़ झगड़ रहे है। कहानी समाप्त करने पर भी कानों में वही शोर गुल भरा रहता है, और बड़ी देर तक मन मैला और अशान्त रहता है कोई आनन्दप्रद, स्फूर्तिदायक प्रभाव और संस्कार मन पर अंकित नहीं होता।

लेखक ने शायद नितान्त यथार्थवाद की स्थापना की चेष्टा की है। यथार्थ का चरम स्वरूप सत्य है। परन्तु लेखक शायद यह नहीं जानते कि जीवन के सत्य से साहित्य के सत्य में एक मौलिक अन्तर है, कि जीवन में जहां कल्पना का एक प्रतिशत भी स्थान नहीं है वहां साहित्य में कल्पना का शत प्रति शत स्थान है। साहित्य में कल्पना ही के द्वारा सत्य की प्रतिष्ठा करनी पड़ती है। कल्पना में सत्य की प्रतिष्ठा करना बड़ा ही दुरूह काम है क्योंकि साहित्य में सत्य के साथ सौन्दर्य की भी अभिव्यक्ति करनी पड़ती

है । तभी साहित्य का सौन्दर्य सुशोभन और आनन्द की अनुभूति का सर्जन करने में समर्थ होता है । इसके अतिरिक्त साहित्य जीवन का इतिवृत्त नहीं है, जीवन की व्याख्या का नाम ही साहित्य है। लेखक यहां जीवन की व्याख्या नहीं करता न वह सत्य में सौन्दर्य के दर्शन ही करता है । वह तो जीवन की नंगी कुत्सा को जैसा का तैसा--यहां तक कि शब्दों और वाक्यों तक को वैसे ही असंस्कृत रूप में पाठकों के सम्मुख रखने में अपना सारा साहित्य कौशल लगा देता है । ऐसी दशा में यह रचना साहित्य का अंग नहीं बन सकती और न ऐसी रचनाओं को साहित्यिक प्रतिष्ठा ही प्राप्त हो सकती है, ऐसा समालोचक का विचार है। साहित्य में सत्य की और सत्य में सौन्दर्य की प्रतिष्ठा करना तथा भावों के ऐश्वर्य की पराकाष्ठा ही साहित्य का चरम ध्येय है । तभी साहित्य मनोभूमि को अभिभूत करके मानव मनस्तत्व को आनन्द के सागर में ऐसी गहरी डुबकी दे सकता है कि मनोभूमि ही आनन्दमय हो जाय । कहा है—आनन्दरूपममृतंयद्विभाति। आत्मा का आनन्द स्वरूप कवि निवद्ध रस भावना से प्रकट होता है। इसलिए रस ही रचना की आत्मा है, और शब्दार्थ शरीर है। रचना को प्रसाद गुण से रसाभिव्यक्ति होती है । इसी से कवि का यह लक्षण लिखा है—

शब्दार्थोक्तिषुयः पश्येदिह किंचन नूतनम् ।
उल्लिखेत् किंचन प्राच्यं दृश्यतां स महाकवि ।

चतुरसेन

भारतीय संस्कृति का प्रवाह : **लेखक इन्द्र विद्यावाचस्पति : प्रकाशक : भारतीय साहित्य मन्दिर, दिल्ली; मूल्य : 5 रु० । पृष्ठ संख्या** 266 : 1956

भारतीय सांस्कृतिक इतिहास के प्रमुख वेत्ता श्री इन्द्र विद्यावाचस्पति की प्रस्तुत कृति का प्रतिपाद्य, उन सूक्ष्म तन्तुओं का अन्वेषण है जो भारतीय संस्कृति की आदि से वर्तमान तक की माला में अनुस्यूत हैं। लेखक के कथनानुसार भारतीय संस्कृति की कुछ एसी मौलिक विशेषताएं है जो देश के उत्थान पतन, उन्नति अवनति एवं स्वाधीनता तथा पराधीनता में अक्षुण्ण रही है । यही कारण है कि विदेशी जातियों के आक्रमण तथा शासन के फलस्वरूप धर्म, संस्कृति और सभ्यता अन्य प्रभावों में विषम परिस्थितिवश भारत की अपनी संस्कृति का प्रवाह क्षीण अवश्य हो गया, परन्तु पूर्णतः अवरुद्ध होने की स्थिति कभी उत्पन्न नहीं हुई ।

लेखक ने उन कतिपय विदेशी विद्वानों, इतिहासकारों तथा अधिकारियों द्वारा प्रचारित भ्रामक धारणाओं का प्रबल विरोध किया है जिनमें उन्होंने ईर्ष्या अथवा अल्पज्ञतावश भारत की झूठी निन्दा की है। इसके विरोध में लेखक ने ऐतिहासिक तथ्यों के आधार पर उनकी मौलिक उद्भावनाएं प्रस्तुत की हैं। इस प्रकार भारतीय संस्कृति के सम्बन्ध में नवीनतम मान्यताओं की स्थापना में लेखक को सर्वाङ्गीण सफलता प्राप्त हुई हैं।

पुस्तक 31 अध्यायों में विभक्त है। प्रथम तीन अध्याय भारतीय संस्कृति के रूप, विशेषताएं तथा जन्म से सम्बन्धित सूचना देते हैं। चौथे से आठवें अध्याय तक वेद और वैदिक काल, संस्कृति के विस्तार, उपनिषद् ग्रन्थ, वाल्मीकि रामायण तथा महाभारत के विषय में विस्तृत विवेचन प्रस्तुत किया गया है। लेखक ने महाभारत की समाप्ति के समय को अमित जनहानि होने के कारण खण्ड प्रलय की संज्ञा दी है। दसवें अध्याय में उन नई विचारधाराओं से परिचय प्राप्त होता है जो वैदिक काल तथा रामायण और महाभारत काल की संस्कृति के प्रायः विलीन होने के पश्चात् जाग्रत हुई । पन्द्रहवें अध्याय तक विक्रम काल, विक्रम युग के भारत तथा संस्कृति के मध्यकाल पर प्रकाश डाला गया है। तीन अध्याय इस्लाम के भारत में आगमन, संस्कृतियों के मिश्रण तथा तद्जनित उग्र-प्रतिक्रिया और हिन्दू संस्कृति के प्रत्याक्रमण से सम्बन्धित हैं। बाईसवें तथा तेईसवें अध्याय में उर्दू के जन्म तथा युग के अन्त में भारत की स्थिति की ओर निर्देश किया गया है। 600 वर्षों तक हिन्दू और मुसलमानों के निरन्तर सम्पर्क के परिणाम का लेखक

ने उर्दू-संस्कृति का नाम दिया है। दो अध्यायों में भारत में पश्चिम के प्रवेश तथा पाश्चात्य संस्कृति के पूर्ण प्रभाव का निर्देशन है तत्पश्चात् पांच अध्यायों में भारत की सर्वतोमुखी जागृति तथा शिक्षा, साहित्य, विज्ञान एवं अध्यात्म के अभ्युत्थान, और साथ ही साथ विदेशों में भारतीय संस्कृति के विस्तार का लेखक ने विद्वत्तापूर्ण प्रकाशन किया है। अन्तिम अध्याय भारतीय कलाओं के विकास से सम्बन्धित विस्तृत परिशिष्ट है।

पुस्तक की भाषा-शैली बोधगम्य तथा प्रवाह युक्त है। जिन स्थलों पर लेखक ने विदेशियों के अत्याचारों तथा भारतीय जनता की करुणाजनक स्थिति पर लेखनी चलाई है, शैली किंचित तीक्ष्ण तथा काव्यात्मक हो गई है।

सांस्कृतिक इतिहास के विद्यार्थियों के लिए तो पुस्तक परम उपयोगी है ही, साथ ही उस जनसमूह के लिए जो भारतीय संस्कृति के क्रमिक विकास से नितान्त अनभिज्ञ है, पुस्तक अत्यन्त उपादेय सिद्ध होगी। इसका प्रमुख कारण यह है कि लेखक ने भारतीय संस्कृति की सूक्ष्म तथा स्थूल रूप-रेखाओं को उद्भासित करने का पूर्ण प्रयत्न किया है। यदि अनुवाद के माध्यम से लेखक के विचार भारतेतर देशों तक पहुंच सकें तो विदेशियों को भारतीय संस्कृति के वास्तविक स्वरूप को समझने में पर्याप्त सहायता मिलेगी।

पुस्तक आकर्षक सज्जायक्त नयनाभिराम आवरण से आवृत है।

सोम ठाकुर

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